



# IB MYP

INTERNATIONAL BACCALAUREATE  
MIDDLE YEARS PROGRAMME



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Please scan to view  
our other handbooks.

# BBIS MISSION AND GUIDING STATEMENTS

MISSION	GUIDING STATEMENTS
To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.	<b>International education and intercultural learning</b> At BBIS, we aim to make a positive impact on a local and global scale. We believe we can achieve this by actively developing global citizenship. To this end, our attitudes, values and principles are informed by and support:
This can be summarised as:	<ul style="list-style-type: none"><li>• The UN Declaration of Human Rights 1949</li><li>• The UN Convention on the Rights of the Child (Ratified in Germany 1992)</li><li>• The UN Sustainable Development Goals 2030</li><li>• The CIS Code of Ethics</li><li>• The IB Mission statement, outlining the aim of creating a more peaceful world through intercultural understanding and respect</li><li>• The IB Learner Profile</li></ul>
	Principles we maintain are:
	<ul style="list-style-type: none"><li>• Respect for our differences and our diversity as a source of immaterial wealth in our community</li><li>• Curiosity to understand our interconnectedness through local, national and international perspectives on global issues</li><li>• Action to design and engage in authentic learning experiences which have an impact</li></ul>

inclusive  
innovative  
active



### Global citizenship

Global citizens are knowledgeable about the world. A global citizen is confident about their own identity and culture, and is motivated to learn about and understand the identities, cultures and languages of others. They are open-minded and welcome multiple perspectives. Global citizens have an understanding of global sustainability issues and challenges. They cooperate with others, and use their Critical Thinking, problem-solving and communication skills to make a positive difference in their communities and in the world around them.

BBIS is committed to actively developing global citizenship through the following aspects:

**Ethics** – research about, discussion of, and action related to issues of principle of personal, local, and global importance

**Diversity** – the understanding of and respect for the similarities and differences of a range of individuals and peoples, in order to create an inclusive environment that strives for equity, practices anti-racism, and seeks justice

**Global Issues** – the understanding of multiple perspectives of local and global events and issues

**Communication** – the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures

**Service** – the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning

**Leadership** – the acquisition and refinement of the skills of leading and following within different cultural contexts

**Sustainable Lifestyle** – a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy

### VALUES

BBIS Berlin Brandenburg International School's enduring values are Pioneering, Reflective, Excellent and Caring.

#### Pioneering

Pioneering students are courageous, determined and resilient. They explore the unfamiliar. They question assumptions. They seek creative solutions to the challenges they discover. They collaborate with others to achieve personal and shared goals. They put ideas into action.

#### Reflective

Reflective students are thoughtful, open-minded and considerate. They evaluate feedback and evidence of learning, recognising their successes and setting goals for further development. They inquire into their approaches to learning, identifying conditions and strategies that help them learn well. They learn from mistakes by analysing and attributing causes for failure. They develop growth mindsets. They take responsibility for their own learning.

#### Excellent

Excellent students have high expectations of themselves. They are passionate about learning, embrace opportunities, and take steps to improve themselves. They are driven to be their best selves. They take learning seriously through high levels of engagement, and commitment to self-development. Excellent students welcome and respond to feedback.

#### Caring

Caring students are empathic, and principled. They take responsibility for self, others and the environment around them. They are committed to service. They learn strategies to overcome impulsiveness and manage their emotions. They build and develop relationships. They manage and resolve conflict. They act as responsible digital citizens. They consider how they can share their skills to help their peers. Caring students take a stand for diversity, equity, inclusion and justice.

### DEFINITION OF LEARNING

Learning is a lifelong and active process of inquiry in which the learner constructs new meaning about themselves and the world around them by connecting prior knowledge with new information and experiences. Learners' knowledge, conceptual understanding, skills and attitudes develop and deepen over time. Learning is demonstrated when learners apply, transfer, and adapt their learning to new situations and problems in original ways.

### LEARNING PRINCIPLES

High quality learning happens best when ...

... learners feel safe in a positive, supportive and nurturing learning environment where their ideas are valued and respected.

... learning is individualised, using learners' prior knowledge, interests, learning strengths, linguistic and cultural backgrounds and identities.

... learners have the right balance of challenge and comfort, knowing that success is attainable through perseverance.

... learners receive specific, frequent and timely feedback through a variety of assessments connected to stated learning objectives and outcomes, and use that feedback to practice, retry, rethink, and revise.

... learning is a social activity that allows learners to collaborate, communicate their thinking, and understand and connect ideas from diverse perspectives.

... learners reflect purposefully on their learning, evaluating the effectiveness of their learning and developing an understanding of how they learn best.

... learning is embedded in authentic, real-world contexts, allowing students to achieve personal and shared goals as they discover innovative ways to solve local and global challenges through the inquiry learning cycle.

### IB LEARNER PROFILE

BBIS is an IB World School. As IB learners we strive to be:

#### Inquirers

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

#### Knowledgeable

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

#### Thinkers

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

#### Communicators

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

#### Principled

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

#### Open-minded

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

#### Caring

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

#### Risk takers

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

#### Balanced

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

#### Reflective

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

# THE MIDDLE YEARS PROGRAMME AT BBIS

The International Baccalaureate Middle Years Programme (MYP) has been available since 1994 and is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development, and requires a programme that helps students participate actively and responsibly in a changing and increasingly inter-related world. Learning how to learn and how to evaluate information critically is as important as learning facts.

The MYP insists on a thorough study of various disciplines while emphasising the importance of their interrelatedness. This is known as a holistic view of learning. This perspective asks the student to consider issues and problems in their widest scope and to realise that good solutions often come from knowledge and understanding drawn from many sources.

In short, students learn to think critically in order to solve authentic problems. This is why we focus on helping students recognise relationships between school subjects – and to combine relevant knowledge from different subjects and the world outside.

The MYP at BBIS Berlin Brandenburg International School, which spans Grades 6 through 10, is a framework for teaching and learning designed to benefit all students. The MYP framework addresses a wide range of learning styles, involves all students in their own unique learning processes, and gives the students a well-rounded, internationally accepted foundation of knowledge and skills. The MYP is a comprehensive programme of academic challenge and life skills appropriate to this age group. Within the IB, the MYP prepares students for a successful transition into the Diploma Programme (DP).

In 2019, the Kultusministerkonferenz (KMK) recognised the MYP Certificate as equivalent to a German “Mittlerer Schulabschluss, MSA” (“Vereinbarung über die Anerkennung des “Middle Years Programme”, KMK). This parity with the MSA is testament to how the MYP framework meets the academic standards set forth by state and national education ministries worldwide.

## THE FUNDAMENTAL CONCEPTS OF THE MYP

### Intercultural Awareness

At BBIS, we believe in the importance of education as a way of fostering understanding among young people from around the world by encouraging them to consider issues from multiple perspectives. We aim to develop students’ attitudes, knowledge and skills as they learn about their own and others’ social, national and ethnic cultures. In this way, inter-cultural awareness can build understanding and respect.

### Holistic Learning

While the MYP insists on rigorous study of eight subject groups, it also highlights the interrelatedness of these subjects. This encourages students to develop a holistic view of learning. Students become aware of the connection and overlap between topics through carefully planned units that involve two or more subjects. In this way they learn to recognise relationships between school subjects and real-world issues.

### Communication

The MYP stresses the fundamental importance of communication, verbal and non-verbal, in realising the aims of the programme. A good command of expression in all its forms is fundamental to learning. In most MYP subject groups, communication is both an objective as well as an assessment criterion, as it supports understanding and permits individual student reflection and expression.

# THE MYP CURRICULUM MODEL AND THE GLOBAL CONTEXTS

### What does the MYP look like?

The Middle Years Programme consists of eight subject areas: Language Acquisition, Language and Literature, Individuals and Societies, Mathematics, Design, Arts, Sciences and Physical and Health Education.

All students in Grades 6–10 take courses in the eight subject areas. As students move through the programme and begin to think about which subjects they may wish to explore further in the Diploma Programme, specific course choices within these subject areas become available.

The eight subject areas are taught through concept-driven curricula, designed to develop enduring understandings, where the transfer of skills and knowledge from familiar to unfamiliar situations plays an important role.

### GLOBAL CONTEXTS

The global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

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

The global contexts create connections to authentic world settings, events and circumstances. They encourage international-mindedness and global engagement within the programme. As all MYP units are taught through the lens of a global context, students begin to appreciate the interrelatedness of different subjects.

### Curriculum Model

Besides developing global engagement and conceptual understanding, the MYP philosophy includes **Approaches to learning (ATL)**, a specific subset of skill categories that are relevant in all subject areas and that help students “learn how to learn.” These ATL skills are taught and worked on over the course of the MYP and are reported on in the report cards. They provide a solid foundation for life-long learning, both independently and with others.

The ATL skill categories are:

- Communication
- Social
- Self-management
- Research
- Thinking

In the final year of the programme, students are engaged in the **personal project**. Through this project, students demonstrate the Approaches to Learning skills taught during the programme through researching and creating a product of their choice.



SERVICE AS ACTION

Service as Action Learning is an unpaid and voluntary exchange that has a learning benefit for the student. An action extends beyond the classroom allowing students to participate in the community where they live, paying special importance to developing their sense of social responsibility while fine-tuning those skills that enable them to make effective contributions to society.

**Service:** Giving up your time freely to work for the benefit of others or the environment. Service is not giving money.

**Service Learning:** Service through which the server, as well as the served, gain and learn from the experience. Learning is the key component.

**Action Learning:** Actions linked to or stemming directly from the curriculum which then give students a strong sense of empowerment as these actions provides context to academic learning.

What are expectations for Service as Action Learning at BBIS?

All students in the MYP at BBIS are expected to be fully involved in Service as Action projects each year. Throughout their time in the MYP, students should meet the following Service outcomes:

- Awareness
- Global Value
- Perseverance
- Collaboration
- Ethics
- Initiative
- Challenge and New Skills

An action-based project can be carried out at school or elsewhere. As part of the documentation in Service as Action, students must plan activities and complete reflections on ManageBac.

Students are encouraged to choose and design their own Service as Action Learning projects, which can stem from the curriculum.

WHICH SUBJECTS DO MYP STUDENTS TAKE AT BBIS?

BBIS students in Grades 6–10 take courses in the 8 subject groups. Beginning in Grade 7, they begin to have subject options in some subject groups. For some options, students have the opportunity to share their preferences; for others, they are placed based on their proficiency level and/or by homeroom.

	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
LANGUAGES					
English	Language & Literature or Language Acquisition & Literature	Language & Literature or Language Acquisition & Literature	Language & Literature or Language Acquisition & Literature	Language & Literature or Language Acquisition & Literature	Language & Literature or Language Acquisition & Literature
German	Language & Literature or Language Acquisition	Language & Literature or Language Acquisition	Language & Literature or Language Acquisition	Language & Literature or Language Acquisition	Language & Literature or Language Acquisition
Modern Foreign Languages	MFL Carousel (French, Spanish & Mandarin) or Learning Lab	French, Spanish, Mandarin or Learning Lab	French, Spanish, Mandarin or Learning Lab	French, Spanish, Mandarin, Home Language Supervised Study or Learning Lab	French, Spanish, Home Language Supervised Study or Learning Lab
Home Languages	Home Language Engagement (Semester 2)	Home Language Engagement (Semester 2)	Home Language Engagement (Semester 2)		
INDIVIDUALS & SOCIETIES					
	Integrated Humanities	Integrated Humanities	Integrated Humanities	Integrated Humanities	One course per semester:  <b>Semester 1:</b> <ul style="list-style-type: none"><li>• Economics &amp; Business</li><li>• Geography</li><li>• History</li></ul> <b>Semester 2:</b> <ul style="list-style-type: none"><li>• Economics &amp; Business</li><li>• Integrated Humanities (focus: Global Politics)</li><li>• Integrated Humanities (focus: Psychology)</li></ul>

	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
SCIENCES	Sciences	Sciences	Sciences	Sciences	Two courses (one per semester): <ul style="list-style-type: none"><li>• Biology</li><li>• Chemistry</li><li>• Physics</li></ul>
MATHEMATICS	Mathematics	Mathematics	Mathematics	Standard Mathematics or Extended Mathematics	Standard Mathematics or Extended Mathematics
ARTS	Arts Carousel (Drama, Music & Visual Art)	Arts Carousel (Drama, Music & Visual Art)	Arts Carousel (Drama, Music & Visual Art)	Drama, Media Studies, Music or Visual Art	Drama, Media Studies, Music or Visual Art
DESIGN	Design	Design	Design	Design or Virtual High School Courses	Design or Virtual High School Courses
VIRTUAL HIGH SCHOOL COURSES					
PHYSICAL AND HEALTH EDUCATION	Physical and Health Education	Physical and Health Education	Physical and Health Education	Physical and Health Education	Physical and Health Education

If students wish to change one of their subject options for Modern Foreign Languages, Individuals & Societies, Sciences, Arts, or Design/Virtual High School Courses, they must complete a Subject Change Request Form and return this to the Secondary Office. Their request will be considered by the MYP Coordinator and may be granted, depending on factors such as the date of submission, class sizes, and timetabling. For all other subjects, students should speak to their subject teacher or the relevant Head of Department to find out if a change may be possible.

## WHAT ARE INTERDISCIPLINARY UNITS AT BBIS?

At BBIS, we plan many units across disciplines to promote the holistic philosophy of the MYP. Here are a few examples of Interdisciplinary Units and projects we have taught in recent years.

**MYP 1 Grade 6**  
Book Making: Design + German

**MYP 2 Grade 7**  
Roman Theatre: Drama + Individuals and Societies

**MYP 3 Grade 8**  
Healthy Eating Habits: Language Acquisition + Sciences

**MYP 4 Grade 9**  
Projectile Motion: Mathematics + Physical and Health Education

**MYP 5 Grade 10**  
Fake Science: Language and Literature + Sciences

All our curricula are reviewed and developed constantly and are therefore subject to change.

Because interdisciplinary links are woven through every MYP subject, all students participate in a process of learning that helps them see and understand the connections between what they study at school and what they experience in their lives. By examining this interrelatedness, students develop Critical Thinking and problem solving skills, embodied in questions such as:

- Based on my previous learning, what do I already know about this topic?
- What effect does this knowledge have on what I have learned in my other subjects?
- How could the skills in this subject be applied to my understanding in another subject?
- What new perspectives do I have, now that I have studied these two subjects in conjunction with one another?

Through the process of asking questions, seeking answers and making connections, all students in the MYP develop their:

- Writing and communication skills
- Competence in using information technology
- Decision-making strategies
- Study and test-taking skills
- Principles of ethical reasoning
- Intelligence, social skills, and physical and emotional health
- Personal commitment to action, service and responsible citizenship
- Respect for the views, values and traditions of others
- Confidence to explore new roles, ideas and strategies

Students further benefit from the collaboration that happens among teachers within the MYP framework. Colleagues meet frequently to share and refine approaches to teaching, design interdisciplinary projects and exchange resources. Furthermore, faculty members regularly attend IB training workshops with teachers and educational researchers from around the world.



MYP ASSESSMENT

Taken from the BBIS Assessment Policy, 2015.

Assessment is an integral part of teaching and learning. Its most important aim is to support student learning based on the IB curricular goals. As assessment at BBIS is criterion-based, it is a tool to evaluate students’ achievement in relation to pre-determined levels of attainment, and not in relation to the work of other students.

At BBIS we believe that assessment:

- takes into account the individual student’s current knowledge and experiences.
- uses strategies that are developmentally appropriate for the student.
- uses agreed systems for assessing, documenting and reporting.
- should maintain open communication as part of a collaborative approach to assessment that includes teachers, students and parents/guardians.
- nurtures the attributes of the IB Learner Profile, as well as encouraging persistence, effort and a striving for personal excellence.

ASSESSMENT IN THE MYP

Assessment takes the forms of assessment for learning, and assessment of learning.

Assessment for learning:

- happens regularly and includes a variety of tasks and activities.
- informs teachers of what methods are effective and what students have learned thus far.
- provides accurate and helpful feedback on the students’ strengths and weaknesses in order to continue to improve.
- involves reflection, self-assessment and student-teacher dialogue
- is communicated in a variety of ways.
- is differentiated to meet a variety of learning needs and styles.

Assessment of Learning:

- is an evaluation by the teacher of knowledge, skills and conceptual understanding learned up to a certain point.
- summarises and reports students’ achievement at a particular time, such as the end of a course, unit or programme study.
- students are aware of the assessment ahead of time and it applies previously communicated assessment criteria.

In the Middle Years Programme, students are assessed a minimum of twice per strand of each criterion for courses that meet four times a week over the course of the year. For courses that do not meet as frequently or that do not span an entire semester, students will be assessed at least once per strand of each criterion. Assessments are completed during class time, although these may be supported by homework tasks such as research or reading.

The final mark awarded for each of the four criteria at the end of the term is the student’s highest consistent level of achievement. This is a ‘best fit judgement’, not necessarily a mathematical average, but rather reflects the level at which the student performs most of the time in assessments.

If students do not submit an assessment on the due date, the work may be awarded a 0 or not marked by the teacher. On a case by case basis, an extension may be applied for prior to the due date and granted by the teacher at their discretion. Late work for which an extension has not been granted will not be assessed and cannot be used to determine the student’s level of achievement at the end of term. Students who miss assessments due to approved absences should complete the missed assessments as soon as possible upon their return to school.

REPORTING ON LEARNING

Student progress and achievement is reported on over the school year in a variety of ways, which may include:

- ManageBac gradebook
- parent-teacher conferences
- progress indicators and reports
- portfolios
- student-led conferences
- on-going feedback between students and teachers

LEARNING OBJECTIVES

Each subject area uses the assessment criteria based on the learning objectives set forth by the MYP guides for their subject.

SUBJECT-AREA	CRITERION A (8 points)	CRITERION B (8 points)	CRITERION C (8 points)	CRITERION D (8 points)
Language and Literature: English, German	Analysing	Organising	Producing Text	Using Language
Language Acquisition: English, German, French, Spanish, Mandarin	Listening	Reading	Speaking	Writing
Individuals and Societies: Integrated Humanities, History, Geography, Economics & Business Studies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences: Biology, Chemistry, Physics	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in real-life Contexts
Arts: Visual Art, Media Studies, Music, Drama	Investigating	Developing	Creating or Performing	Evaluating
Design: Product Design, Digital Design, Computer Science	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and improving Performance



MYP GRADE BOUNDARIES

Students receive levels in each criterion according to their highest consistent level of achievement over the course of the marking period. The total of the levels achieved is used to determine a final grade out of seven, using the grade boundaries below:

BOUNDARIES	GRADE OUT OF 7
28 to 32	7
24 to 27	6
19 to 23	5
15 to 18	4
10 to 14	3
6 to 9	2
1 to 5	1

GENERAL GRADE DESCRIPTORS

Grade	Descriptor
Grade 7	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.
Grade 6	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.
Grade 5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
Grade 4	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.
Grade 3	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.
Grade 2	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.
Grade 1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

AN EXAMPLE OF GRADING

Language and Literature uses these four criteria for assessment, for example for an essay in English.

MAXIMUM	MARKS
Analysing	8
Organising	8
Producing text	8
Using language	8

Each time MYP teachers assign work, they explain which criterion or criteria they will use to evaluate it. This way the students are aware ahead of time on which skills and concepts they should concentrate. Each criterion is broken down into individual rubrics or Level Descriptors that clearly explain the quality needed to achieve at that level. An example of a rubric for Criterion A in English can be seen below:

CRITERION A: ANALYSING

<b>Level 1–2</b>	Provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. Provides limited analysis of the effects of the creator’s choices on an audience. Rarely justifies opinions and ideas with examples or explanations. Uses little or no terminology. Evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
<b>Level 3–4</b>	Provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. Provides adequate analysis of the effects of the creator’s choices on an audience. Justifies opinions and ideas with some examples and explanations, though this may not be consistent. Uses some terminology. Evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
<b>Level 5–6</b>	Competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts. Competently analyses the effects of the creator’s choices on an audience. Sufficiently justifies opinions and ideas with examples and explanations. Uses accurate terminology. Evaluates similarities and differences by making substantial connections in features across and within genres and texts.
<b>Level 7–8</b>	Provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Perceptively analyses the effects of the creator’s choices on an audience. Gives detailed justification of opinions and ideas with a range of examples, and thorough explanations. Uses accurate terminology. Perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

An example set of levels for an essay might be:

MAXIMUM	MARKS
<b>A</b> Analysing	6
<b>B</b> Organising	4
<b>C</b> Producing text	5
<b>D</b> Using language	6
<b>Total</b>	<b>21</b> (out of a maximum achievement level of 32)

ACADEMIC INTEGRITY

Academic Integrity encompasses creating academic work without resorting to cheating, lying, stealing, unauthorised assistance (collusion), or failing to properly cite sources (plagiarism). Students are expected to be able to demonstrate the authenticity of their work. They must be able to explain their words and ideas and show how they developed them. Students must also correctly cite all words and ideas that are not their own, including any use of AI.

For further information on Academic Integrity at BBIS, please see the BBIS Academic Integrity policy. Please also see the Academic Integrity agreement, signed by parents and students at the beginning of each school year, for the procedures followed in case of an academic integrity breach.

THE PERSONAL PROJECT

In Grade 10 of the MYP students take part in an exciting piece of independent work called the personal project. Through the project, students should be able to demonstrate the Approaches to Learning skills taught through the programme, while researching and developing a product of their choice.

The personal project can take many forms, from writing a novel to building a guitar. It could involve compiling a vegan cookbook, creating a video tutorial or organising a fundraising event. The product students create is accompanied by the personal project report, a document in which the student relates the process of completing the project. They describe their project plan, the techniques they used to reach their goal, the challenges they encountered and how they solved problems during their project. This explanation and evaluation of the process is as important as the product itself and will be graded at the end of the personal project. The personal project will be marked internally by teachers and moderated externally by the IB.

The assessment criteria for the personal project:

ASSESSMENT CRITERIA		
Criterion A	Planning	Maximum 8
Criterion B	Applying Skills	Maximum 8
Criterion C	Reflecting	Maximum 8

A student who scores the maximum of 24 points in the Personal project will have met the following descriptors:

ASSESSMENT CRITERIA FOR THE MAXIMUM OF 24 POINTS

Planning	The student: <ul style="list-style-type: none"><li>States a learning goal and explains the connection between personal interest(s) and that goal</li><li>States their intended product and presents multiple appropriate, detailed success criteria for the product</li><li>Presents a detailed plan for achieving the product and all of its associated success criteria</li></ul>
Applying Skills	The student: <ul style="list-style-type: none"><li>Explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence</li><li>Explains how the ATL skills(s) was/were applied to help achieve their product, supported with detailed examples or evidence</li></ul>
Reflecting	The student: <ul style="list-style-type: none"><li>Explains the impact of the project on themselves or their learning</li><li>Evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples</li></ul>

MYP REPORTS

At BBIS, we use ManageBac, a software specifically designed for schools offering the IB programmes. The MYP reports are generated twice a year using ManageBac, with the first semester report being uploaded as PDF file onto the student's profile and the final end of year report being sent home in addition to a PDF file being uploaded.

Each report communicates a large amount of information concerning the student's progress and achievement, not only academically, but also in terms of their attitudes to each subject. Thus, the reports give the parents and the school vital information about how to ensure the student's academic and social success.

The MYP Assessment Criteria are used to provide a best-fit judgement of the student's achievement. This is not necessarily a mathematical average, but rather reflects the student's highest consistent level of achievement in the course. The official MYP description for the level awarded accompanies the point value to give a clear picture of the student's performance on each criterion. The final grade is determined by the total number of points achieved out of the maximum of 32 points, according to the grade boundaries common to all subjects.

On the following page is an example of an MYP Report as it would look on ManageBac.

MYP Sciences Report, Example Grade 10

Sciences: Sciences		Grade 10 — name of teacher					
Units covered in semester 1							
- Reproduction and Genetics							
- Electrochemistry							
MYP Assessment Criteria		Achievement Level Maximum					
A: Knowing and understanding							
Student is able to:							
i. explain scientific knowledge		8		8			
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations							
iii. analyse and evaluate information to make scientifically supported judgments.							
B: Inquiring and designing							
Student is able to:							
i. explain a problem or question to be tested by a scientific investigation							
ii. formulate and explain a testable hypothesis using correct scientific reasoning		8		8			
iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected							
iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.							
C: Processing and evaluating							
Student is able to:							
i. correctly collect, organize, transform and present data in numerical and/ or visual forms							
ii. accurately interpret data and explain results using correct scientific reasoning		7		8			
iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation							
iv. evaluate the validity of the method based on the outcome of a scientific investigation							
v. explain improvements or extensions to the method that would benefit the scientific investigation.							
D: Reflecting on the impacts of science							
Student is able to:							
i. explain the ways in which science is applied and used to address a specific problem or issue							
ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor		8		8			
iii. consistently apply scientific language to communicate understanding clearly and precisely							
iv. document sources completely.							
Totals:		31		32			
Final Grade							
7							
Grade							
1		2		3		4	
5		6		7			
Boundaries		0 – 5		6 – 9		10 – 14	
						15 – 18	
						19 – 23	
						24 – 27	
						28 – 32	
Student							
Berlin Brandenburg International School — Grade 10 MYP First Semester Report							

# DOCUMENTATION OF ACHIEVEMENT

At the end of Grade 10, students receive a BBIS report card showing their final grades for the year as well as their achievement in the personal project. They may also receive the BBIS MYP Certificate. The school awards this certificate to MYP students who fulfil the following criteria:

**At least 32 points in total from the following:**

- 1 Language and Literature subject
- 1 Language Acquisition subject or a second Language and Literature subject
- Individuals and Societies
- Sciences
- Mathematics
- 1 subject from Arts, Physical and Health Education, or Design
- Personal Project
- Interdisciplinary Unit

**At least a 3 in at least one subject from each subject group**

- At least a 3 in the Personal Project
- At least a 3 in the Interdisciplinary Unit
- Completed all requirements for Service as Action

If a student has more than one subject in a subject group (for example, two Language Acquisition subjects), then the subject with the highest grade will be counted.

Please note: Home Language Supervised Study and Virtual High School Courses are not counted towards the BBIS MYP Certificate, as these courses are Pass/Fail. Learning Lab does not count towards the BBIS MYP Certificate as this course is ungraded.

# WORK EXPERIENCE

All students in Grade 9 take part in work experience. They complete a one-week placement in an organisation of their choice during the work experience week in semester 2. Students are prepared for the experience through a series of workshops delivered by the work experience coordinator in semester 1, in which they explore careers which may be of interest to them, write a CV/resume, and write and send application letters to secure a placement. The placements are organised by each student individually.

# ADVISORY PROGRAMME

At BBIS, we aim to educate the whole child by balancing the academic curriculum with a carefully thought-out “life skills” programme in Grades 6–12. At the heart of this programme is our desire to teach young people skills that will both enhance their personal well-being and their academic performance.

We have aligned our advisory curriculum with the ISCA standards (international school counselor association).

In the Secondary School, the advisory programme is delivered through a combination of:

- specific lessons with separate curriculum time (for Grades 6–12)
- explicit opportunities in other subjects
- whole school and collapsible timetable activities, assemblies and specific projects
- information, support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

## ADVISORY CURRICULUM

**Social/Emotional**

- Social and self-awareness
- Relationships
- Decision making
- Personal Safety

**Global Perspective and Identity Development**

- Cultural Knowledge and Awareness
- Cultural Competency
- Identity Development
- Cultural Identity
- Advocacy and Equity
- Transitions
- Adaptability

**Academic**

- Self-awareness as a learner
- Effective Learning
- Self-directed learning and Student Agency
- Planning and Goal Setting
- School to Life Experience

**Career**

- Self Exploration
- Career Research
- Postsecondary and Career Planning





# LANGUAGE AND LITERATURE

Language and Literature is defined as the student’s best language. It is the basic tool of communication, enabling the student to understand and to be understood, and to establish their own identity. Language is also the avenue by which the student gains access to literature and culture. MYP Language and Literature emphasises listening, viewing, speaking, reading and writing skills, as well as the study of literature that encompasses a variety of periods and genres.

As students at BBIS hail from over 40 countries and speak many languages, we are not able to offer Language and Literature courses in every home language. As the IB’s language of instruction is English and the language spoken in the community surrounding BBIS is German, these are the two Language and Literature courses taught through direct instruction at BBIS. Additionally, Home Language Supervised Study is available as a subject option (in place of a Modern Foreign Language) in Grades 9 and 10.

## OBJECTIVES AND ASSESSMENT CRITERIA

### A: Analysing

Students should be able to:

- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- analyse 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 text.

### B: Organising

Students should be able to:

- employ organisational structures that serve the context and intention
- organise 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.

### C: Producing text

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.

### D: Using language

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.

## ENGLISH LANGUAGE AND LITERATURE CURRICULUM

Literacy skills are generally built into the literature-based units outlined below. However, grammar, spelling and writing skills are sometimes taught separately. Over the five years, pupils will engage in a variety of texts in terms of genre, historical period and cultural background. Students will learn to respond to texts both critically and creatively. By the end of the MYP, students will be able to:

- Analyse, comment on, and respond in a personal way to a variety of text types and literature.
- Write for a variety of purposes, such as to narrate, describe, analyse, explain, argue, persuade, inform and entertain.
- Write a formal essay in accordance with standard academic conventions.
- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant, integrated examples.
- Use language that is relevant to the task and the audience, as well as being fluent, accurate, and varied in both vocabulary and sentence structure.

## GRADE 6

Title	Key Concepts	Global Context	Statement of Inquiry
Voices of Experience: Personal Narratives and Survival Stories	Communication	Personal and Cultural Expression	Effective communication through various genres and purposes helps us express how we survive challenging situations, reflecting personal and cultural experiences.
Imagined Worlds: Narrative Exploration Through Fiction	Perspective	Identities and Relationships	Exploring characters and themes from different perspectives reveals the complexities of identities and relationships
Rhythms of Language: Expression Through Poetic Forms	Creativity	Personal and Cultural Expression	Creative self-expression allows individuals to convey their unique perspectives and cultural identities.
Visual Storytelling: Images and Narratives	Creativity	Personal and Cultural Expression	The creative use of form and aesthetics highlights the beauty of expression of traditions, reflecting the relationship between creativity and cultural identity
Global Voices: Cultural Storytelling Traditions	Communication	Personal and Cultural Expression	Understanding identity, which drives and is driven by cultural expression, involves examining diverse points of view.

In order to effectively challenge and support all students, BBIS places pupils in classes that best provide for their individual needs. Placement is made during the first few weeks of term when a variety of assessments are undertaken which measure students’ written and oral language skills, their range of vocabulary and their ability to analyse and respond to literature. Grade 10 is a transition year in which students are prepared for the demands of the relevant English course of the IB Diploma Programme.

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
Expressing Identity through Memoirs	Connections	Identities and Relationships	Writers use their specific point of view to communicate who they are and where they come from to their audience
Expressing character and theme through aesthetics	Creativity	Personal and Cultural Expression	Innovative visual techniques enhance aesthetic style, impact audience imperatives and push the boundaries of artistic expression.
Expressing Identity through Novels: The Curious Incident of the Dog in the Nighttime	Perspectives	Fairness and Development	"Differences" can shape our identities and the dynamics of personal relationships.
Expressing Identity through the Spoken Word: English Speaking Presentations	Communication	Personal and Cultural Expression	Effective spoken expression is driven by context, purpose and audience.

GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
The Language of Dystopian worlds or Dystopia	Perspectives	Fairness and Development	Perspectives of power and freedom affect how societies are created
The language of love	Creativity	Personal and Cultural Expression	Forms of expression and texts encapsulate human connections and relationships
The language of the Gothic	Connections	Personal and Cultural Expression	Creativity is a historic vehicle through which humans explore and interrogate feelings and emotions.
The language of Advertising	Communication	Personal and Cultural Expression	Communicating ideas about products effectively to different audiences requires different styles of persuasion.

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Symbolism and Voice: Speak	Communication	Identities and Relationships	Social development can be expressed through a wide range of styles of communication.
Anti-Racism Multitextual Unit	Perspective	Fairness and Development	Language and narrative can either perpetuate systemic racism or challenge oppressive social structures by providing critical perspectives on historical and contemporary injustice
Power and Persuasion: Animal Farm	Perspective	Fairness and Development	Perspectives of truth and reality are influenced by the style and purpose of spoken and written texts.
Heroes’ and Heroines’ Journeys	Connections	Orientation in Space and Time	Through making connections between narratives and characters we can understand how our identities are formed.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Personal Responsibility	Connections	Identities and Relationships	Ideas about personal responsibility presented in a context can lead readers to examine the impact of their attitudes to others
Protest Poetry	Communication	Personal and Cultural Expression	Persuasive communication uses aspects of style for the purpose of expressing beliefs and values which can challenge or alter point of view.
IDU Fake Science			
Moral Choices: Shakespeare’s Macbeth	Connections	Identities and Relationships	Texts embody the motivations and ethical choices of human beings through the contextualised connections of their characters
Why Travel?	Connections	Personal and Cultural Expression	Journeys provide insights into a range of contexts and perspectives and scope for significant discovery, learning and self-expression.

**GERMAN LANGUAGE AND LITERATURE CURRICULUM**

As German is the host language at BBIS, Language and Literature classes are geared towards German native and near native speakers to prepare them for the IB Diploma Programme. During the five year MYP programme, students are exposed to a variety of literary and non-literary texts which are embedded in the units taught (see overview below).

Students develop their ability to express themselves by engaging in projects and written assignments ranging from creative tasks to formal essay composition as well as various oral performances.

**GRADE 6**

Title	Key Concepts	Global Context	Statement of Inquiry
Suspenseful Stories – Spannend erzählen	Creativity	Personal and Cultural Expression	Learning how to tell a story in an exciting way allows us to entertain and maybe even teach those around us.
Literature Project – Literaturprojekt	Perspective	Identities and Relationships	The means of fulfilling our responsibilities as global citizens influences our choice of form and style.
Poetry – Gedichte	Perspective	Personal and Cultural Expression	Poems are subjective perspectives of the world and help us to find out who we are.
Reporting – Berichten	Form	Fairness and Development	We can learn more about our own identity by exploring the characters in a novel and their perspectives on life.

**GRADE 7**

Title	Key Concepts	Global Context	Statement of Inquiry
Myths and Legends – Mythen und Legenden	Creativity	Personal and Cultural Expression	Gods and heroes reflect values that are important in a culture.
Literature and Film – Literatur und Film (Ottfried Preußler "Krabat")	Connections	Identities and Relationships – Personal Efficacy and Agency	People's actions and choices are influenced by their environment and the people they live with.
Newspaper Project – Zeitungsprojekt	Communication	Scientific and Technical Innovation – Virtual Environments and the Information Age	By writing and editing an online newspaper as a class, we can effectively communicate our ideas and opinions with our peers.
Debating – Debattieren	Perspective	Personal and Cultural Expression – Analysis and Argument	We may convince others of our perspective by using good arguments and examples.

**GRADE 8**

Title	Key Concepts	Global Context	Statement of Inquiry
Introduction to Plays – Einführung ins Drama	Creativity	Personal and Cultural Expression	We can creatively interpret character portrayals and settings in order to make connections between a dramatic work and our own lives.
Ballads – Balladen	Connections	Personal and Cultural Expression	Analysing ballads allows us to understand the structures and devices used in any literary genre.
Coming of Age and History – Erwachsenwerden und Geschichte	Connections	Identities and Relationships	Transitions in our lives, whether on a personal, national, or global scale, impact and are impacted by our development as individuals and our relationships with others.
Communication – Kommunikation	Communication	Orientation in Space and Time	How, why, and what we hope to communicate are all inherently connected to where and when the communication takes place.

**GRADE 9**

Title	Key Concepts	Global Context	Statement of Inquiry
Theory of Poetry – Theorie der Lyrik	Identity	Identities and Relationships	Analysis of poems allows us to develop a profound understanding of the author's intention.
Identity – Identität	Identity	Identities and Relationships	By exploring what we mean when we say "I", "me" or "mine", we can understand our own concept of identity and what it consists of.
CV and Applications – Lebenslauf und Bewerbungen	Connections	Fairness and Development	To write an effective job application, you need to connect your own hopes for the future with the requirements of a job and express these in an appropriate presentation style.
Discursive Essays – Erörterung	Perspective	Personal and Cultural Expression	Through an analysis of the social constructions that result from our political institutions, we can develop a critical literacy of polemic cultural belief systems.



GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Analysis of Non-Fictional Texts – Sachtextanalyse	Communication	Personal and Cultural Expression	A critical analysis of non-literary texts enables us to convince others of our own ideas, using an appropriate written style.
Short Stories – Kurzgeschichten	Perspective	Identities and Relationships	Short stories are structured around and represent different perspectives on human nature and the conflicts that arise from it.
20th Century in Text and Context – Das 20. Jhd. in Text und Kontext (Dürrenmatt "Der Besuch der alten Dame")	Perspective	Orientation in Space and Time – Eras	Different perspectives on the socio-historical context of a work have an impact on how we understand the point of view of the narrator/author/characters.

# HOME LANGUAGE SUPERVISED STUDY CURRICULUM

HOME LANGUAGE SUPERVISED STUDIES IN GRADES 6, 7 AND 8

All students in these year groups explore, practice and develop their home language skills (reading, writing, speaking) bi-weekly in semester 2 of the school year during the school day. They practise these skills through a variety of fun, productive and creative activities and tasks within 2 units:

UNITS	CONTENT
Unit 1	Language and Identity
Unit 2	Preparation for Home Language Celebration Day

Students’ achievements will be celebrated at BBIS Home Language Celebration Day at the end of the school year.

HOME LANGUAGE SUPERVISED STUDIES IN GRADES 9 AND 10

In grades 9 and 10, students have the option to choose Home Language Supervised Studies as a subject option. The curriculum units are set by the BBIS Home Language Coordinator. Students also work with a tutor once a week for their individual language guidance and development, with whom the parents enter into an agreement about participation and payment.

The Home Language Coordinator also assists in finding suitable tutors for these languages. This course will prepare students for the option of the School Supported Self-taught literature course at SL in grades 11 and 12.

Students’ progression will be monitored and assessed by IB MYP Language and Literature Assessment Criteria for MYP year 4 and 5. At the end of the year, students will receive a pass/fail grade on their report card.

UNITS	CONTENT
Unit 1	Short literary texts (e.g. songs, poetry, short stories)
Unit 2	Non-literary texts (e.g. MEDIA – message in social media, movie posters, various text types: journals, travel writing, blogs, advertisement)
Unit 3	1 Longer literary text (e.g. novel, graphic novel, drama)
Unit 4	Non-literary texts (e.g. speeches, cartoons, creative writing (writing to various prompts))

Both classes study various text types and are involved in productive activities. Specific texts and themes are agreed between the tutor, the HL coordinator and the individual student.

# LANGUAGE ACQUISITION

Studying an additional language provides a means of communicating with another linguistic community and creates a gateway to the understanding of another culture. Language Acquisition not only fosters communication skills and nurtures an appreciation of other cultures, it also increases the self-knowledge of the students and their knowledge of the world. We provide German, English, French, Mandarin, and Spanish language acquisition classes.

## OBJECTIVES AND ASSESSMENT CRITERIA

### A: Listening

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- Demonstrate understanding of explicit and implicit spoken information in multimodal texts
- Demonstrate understanding of conventions.
- Demonstrate understanding of relationships between the various components of the multimodal text

### B: Reading

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- Demonstrate understanding of explicit and implicit written information in multimodal texts
- Demonstrate understanding of conventions
- Demonstrate understanding of relationships between the various components of the multimodal text

### C: Speaking

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- Use spoken language to communicate and interact with others
- Demonstrate accuracy and fluency in speaking
- Communicate clearly and effectively

### D: Writing

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- Use written language to communicate with others
- Demonstrate accurate use of language conventions
- Organise information in writing
- Communicate information with a sense of audience and purpose.

## LANGUAGE PHASES

Learning in Language Acquisition is organised into six phases that learners typically go through when acquiring a language. The IB groups these six phases into three levels: Emergent, Capable, and Proficient.

Learners in Phase 1 and 2 are Emergent communicators who can understand and use simple phrases and expressions to communicate basic information about themselves and their immediate environment.

Learners in Phase 3 and 4 are Capable communicators who can understand the main points of both simple and some complex conversations or texts and can produce coherent texts on familiar topics. Learners are expected to communicate more complex ideas and engage in more sophisticated interactions using a wide range of vocabulary.

Learners in Phase 5 and 6 are Proficient communicators who demonstrate fluent or near fluent skills. At this stage, learners have a high level of proficiency and can communicate effectively in a wide range of situations, both formal and informal. They can understand complex texts and express themselves fluently and precisely on a variety of topics.

Students’ language proficiency is assessed and evaluated according to specific assessment criteria in each of these six phases. This ensures that students always have access to a challenging Language Acquisition curriculum that supports them as they develop their listening, reading, writing and speaking skills (see box above).

## ENGLISH LANGUAGE ACQUISITION AND LITERATURE CURRICULUM

The English Language Acquisition and Literature programme (LAL) at BBIS is a programme that acknowledges the ongoing language needs of students who have experienced varying degrees of exposure to the target language. Students need to be able to access the mainstream academic curriculum and participate fully in the cultural and social life of the school as quickly as possible; small classes and personalised instruction are the means by which the LAL programme supports them toward this goal.

At BBIS, by the end of Phase 4, students should be able to exit the English Language Acquisition and Literature programme. Students with a language phase of 5 and 6 will be able to participate in an English Language & Literature class.

### English Language Acquisition Units

In the MYP programme, units are closely aligned with the areas of study of the English department, incorporating both literacy skills and literary analysis. Regular grade level collaborative meetings and moderation of assessments between both departments take place to reinforce these close links.

### Entry and exit criteria

It is vital that students are placed in a course that is most suited to their language development needs while providing them with the appropriate academic challenge. English placement tests are given to new students when they join BBIS and also to LAL students at the end of the school year to place them according to their progress and individual needs for the following year. In addition, throughout the year, students’ progress is regularly reviewed to ensure placement is most appropriate to their current ability.

When mainstream and LAL teachers recognize that a student has reached the required level of proficiency to consider exiting the LAL programme (usually at the end of phase 4), several data points are reviewed in collaboration with the English Department. The student’s phase level, MYP report card, MAP testing as well as the LAL report card grade are essential in this discussion. The intention is to place students in a class where they experience success, both emotionally and academically. Homework completion and independent reading requirements are necessary for demonstrating that the student will be able to keep up with extra work while receiving fewer language supports.

Students who have transitioned from the LAL and/or the Learning Lab programme usually continue to receive some form of in-class support during the year of transition and at times for longer to ensure their continued success and achievement. Please refer to the Learning Lab curriculum for further information.

## GRADE 6

Title	Key Concepts	Global Context	Statement of Inquiry
Island Survival	Communication	Orientation in Space and Time	Purposeful communication is dependent on the ability to understand and empathise.
Survival Stories	Change	Orientation in Space and Time	Exploring character change in stories can give us a deeper understanding of the factors (physical and mental) that impact our ability to survive.
Personal and cultural thoughts and feelings can be expressed through poetry.	Creativity	Personal and Cultural Expression	Personal and cultural thoughts and feelings expressed through poetry.
Myths, fables and fairy tales connecting people across the world.	Culture	Identities and Relationships	Myths, fables and fairy tales connect people across the world using universal themes that express traditions, beliefs and values.

**GRADE 7**

Title	Key Concepts	Global Context	Statement of Inquiry
Where would we be without family?	Communication	Identities and Relationships	Exploring narrative conventions is a great way to reflect on and communicate our unique Identities and Relationships.
What if everybody looked the same?	Culture	Identities and Relationships	Exploring ideas of appearance, beauty and fashion within the context of different cultures, encourages us to consider the perspectives of others.
Where we come from influences how we see the world.	Identity	Globalisation and Sustainability	Exploring where we come from shapes how we see the world.
Rabbit Proof Fence Film Study	Culture	Orientation in Space and Time	Sounds and visuals can be used to effectively communicate a story and emotions.

**GRADE 8**

Title	Key Concepts	Global Context	Statement of Inquiry
Advertising	Perspective	Fairness and Development	Understanding the methods people use to influence others is essential in order to decode messages that present varying beliefs and perspectives.
Short Stories	Connections	Personal and Cultural Expression	Stories connect people across the world, using universal themes to help construct meaning and express ideas.
The Giver	Culture	Identities and Relationships	Through the use of linguistic conventions societies shape culture, Identities and Relationships.
Media	Connections	Scientific and Technical Innovation	Messages received through social media function as cornerstones to our increasingly digital lives.

**GRADE 9**

Title	Key Concepts	Global Context	Statement of Inquiry
House on Mango Street	Relationships	Identities and Relationships	Artists create meaning through their use and manipulation of formal conventions.
Hero's Journey	Connections	Personal and Cultural Expression	Hero stories share certain commonalities in structure and conventions that make them universal.
Animal Farm	Communication	Fairness and Development	Persuasive texts have been used by leaders throughout history to manipulate how communities feel about themselves, others, and their leaders.
Encounters	Creativity	Personal and Cultural Expression	Encounters between different cultures can form, transform, or reinforce peoples' sense of identity.

**GRADE 10**

Title	Key Concepts	Global Context	Statement of Inquiry
Just Words: Protest Poetry	Creativity	Identities and Relationships	Writers establish a voice through patterns in the way they choose to express themselves.
A Rich Text: Maus	Form	Personal and Cultural Expression	Authors play with literary form and intertextuality to emphasise themes and contexts within their work.
IDU – Fake Science			It is important in an age of mass information to consider how far creative use of language and evidence; context and bias can affect how far a text is telling the truth.
Staging (and re-staging) Macbeth	Change	Orientation in Time and Space	Shakespeare's plays are "open texts" that continue to adapt to broad social and aesthetic changes
Crossing Boundaries: Dark Tourism	Perspective	Fairness and Development	Moral and ethical reasoning can influence a person's purpose for travel and their perspective on what travel is (or should be).



GERMAN LANGUAGE ACQUISITION CURRICULUM

German is a compulsory subject for all students from Grade 6 to 10. Language Acquisition classes are geared towards non-native speakers of German. Our Language Acquisition courses aim to gradually develop the students’ skills in reading, speaking, listening and writing in order to prepare them to interact successfully in a German-speaking environment. Language classes are enriched with activities to practice and apply skills in authentic contexts such field trips, cultural events, or collaborative projects .

Informal placement tests across all four skills are given to German Language Acquisition students at the beginning of each school year to place them according to their progress and individual needs. Students are placed in phases that provide an appropriate challenge to them in order to progress their language skills. Phase placement might be reviewed throughout the year on an individual basis if a student has fulfilled the expectations and requirements. Once students have completed Phase 6, they will transition to German Language and Literature. In MYP Year 1 and 2, we offer specific courses to bridge the gap between Language Acquisition and Language & Literature.

GRADE 6

Title	Key Concepts	Global Context	Statement of Inquiry
Who am I?	Communication	Identities and Relationships – Identity Formation	By sharing aspects of our identities with others, we can better understand their points of view.
School Life	Culture	Fairness and Development – Rights	Our right to an education is served by our school's culture as much as its structures and routines.
Animals and Nature	Connections	Orientation in Space and Time – Natural Landscapes and Resources	We can connect to the natural world around us in order to understand and identify with the living beings within it.
Fashion and Clothing	Creativity	Globalisation and Sustainability – Consumption	We can create sustainable clothing designs from local resources, to suit our own needs and those of a wider audience.

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
Hobbies and Leisure Activities	Connections	Identities and Relationships – Lifestyle Choices	Our choice of free time activities connects to our interests and goals.
Festivals and Traditions	Culture	Personal and Cultural Expression – Ritual and Play	We can understand and compare our own experiences with different festivals and traditions from different cultures by exploring the unique aspects of language that connect to them.
Inventions and Discoveries	Creativity	Scientific and Technical Innovation – Ingenuity	Inventors create and share innovative solutions to personal, local or global problems.
Heroes and Role Models	Connections	Identities and Relationships – Roles and Role Models	What makes someone a hero or role model depends on the situation.

GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
Heimat and Home	Culture	Orientation in Space and Time – Homes and Heritage	What "home" means to us depends on our cultural and individual heritage and history.
International Cuisine	Communication	Orientation in Space and Time – Exchange and Interaction	Technology allows us to interact with people all around the world through a variety of media, to learn and share about cuisines from many different cultures.
Art, Music, Architecture	Creativity	Personal and Cultural Expression – Artistry and Beauty	We can create artworks which demonstrate our ideas about beauty, and explain these to others using relevant and specific language.
Travel	Connections	Globalisation and Sustainability – Diversity and Interconnection	Travel connects us with a diverse range of other people and cultures, and gives us opportunities to understand and identify our shared commonalities and differences.

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Identity, Beliefs and Values	Culture	Personal and Cultural Expression – Philosophies and Ways of Life	Within and between cultures, we can explore a wide variety of different beliefs and values, and connect these to our own identities.
Health and Nutrition	Communication	Identities and Relationships – Health and Wellbeing	We use specific conventions and idioms to communicate about health and wellbeing in many aspects of our everyday lives.
Technology	Creativity	Scientific and Technical Innovation – Adaptation	Scientists and innovators create and adapt technologies to different contexts and for different audiences.
Advertising	Communication	Globalisation and Sustainability – Commercialisation	Adverts use specific forms of language to communicate with and persuade their audiences.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
School, Apprenticeships, University, Careers	Communication	Identities and Relationships – Personal Efficacy and Agency	In order to reach our desired future academic and career goals, we need to be able to communicate them effectively.
Media	Connections	Personal and Cultural Expression – Social Constructions of Reality	Different forms of media use a variety of conventions to construct representations of reality for different purposes.
German History	Culture	Orientation in Space and Time – Epochs, Eras and Turning Points	Exploring German history helps us understand how people lived in the past, as well as German culture today.
Environment	Creativity	Fairness and Development – Civic Responsibility	We must take responsibility for our natural environment, and develop creative solutions for local and global environmental issues.

MODERN FOREIGN LANGUAGE ACQUISITION CURRICULUM

In Grade 6, students engage in an MFL carousel, where they delve into a term of French, Spanish, and Mandarin. Upon reaching Grade 7, students have the opportunity to select one of these languages for continued study until Grade 10.

Since 2023, Mandarin has been made available to Grade 6 students, having previously served as an elective option for Grade 9 and 10 students. As a result, not all units of work are presently included; however, these will be progressively added as the course develops.

Please note that accommodating heritage speakers may not always be feasible, as the MFL courses primarily cater to students focused on language acquisition. However, assessments for such learners will be conducted on a case-by-case basis.

FRENCH LANGUAGE ACQUISITION CURRICULUM

Welcome to the French Department, where we teach Grades 6 through 10 at all levels from beginner to advanced. While studying the language of more than 123 million people, we aim to encompass both culture and linguistics and to engender a stimulating ambiance.

The aims and objectives of the BBIS French curriculum are to enable students to communicate successfully in the francophone world at large. All lessons contain different elements of language learning, and students are given many opportunities to develop all four language skills (speaking, listening, reading and writing).

Active learning through participation in French breakfasts, fashion shows, cinema, and traditional festivals further allows all students to express themselves and to experience La vie française within the school environment. In addition, we strive to ensure that students have the opportunity to practise French where it is widely used.

We also provide opportunities for the whole community to increase their awareness of the French-speaking world and language through La Fête de la Francophonie. It's a world-wide celebration of the francophone world adapted to the microcosm of BBIS, during which students have the chance to enjoy French delicacies, fashion shows or a sports tournament.

GRADE 6 (LANGUAGE CAROUSEL)

Title	Key Concepts	Global Context	Statement of Inquiry
My Cultural Identity	Culture	Identities and Relationships	Our cultural identity is revealed through the countries in which we live, the relationships we establish and the language we speak.

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
My cultural identity	Communication	Identities and Relationships	Exchanging and communicating information about school routine in a structured manner helps understand our cultural identity.
Meet my family	Connections	Orientation in Space and Time	Describing our families helps us define a part of our identity and understand the intercultural conventions linked to family description.
Hobbies and Leisure	Relationships	Personal and Cultural Expression	Our activities and sport skills are meant to develop our physical and spiritual well-being.
My surroundings	Communication	Orientation in Space and Time	Our personal values and culture can influence the way we arrange our own habitat.

GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
Clothes and Fashion around the world	Culture	Identities and Relationships	Presenting a biography communicates cultural information through people's identities.
What consumer are you?	Creativity	Globalisation and Sustainability	The way we decide to consume and change our consuming habits has an impact on our direct and bigger environment.
Healthy Habits	Connections	Identities and Relationships	Cultural and personal factors play a significant role in shaping decisions related to health and well-being, intricately connecting with our physiological and bodily systems.
Breaking News	Communication	Scientific and Technical Innovation	Communication evolves through innovative technological means that have an impact on the message and its audience.

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Childhood and Experience	Communication	Identities and Relationships	Communicating our points of views on our childhood experience helps us to define ourselves and our relationships.
Education and the working life	Connection	Fairness and Development	Each child has the right to go to school in the world. Opening ourselves to the difficulties faced by others to reach educations can help us to better understand what <u>we need to do for a better world.</u>
Holiday Planning in Francophonie	Communication	Identities and Relationships	Sharing about your leisure infers paying attention to our audience and word choice. Discovering another culture and place allows you to reflect on your own.
Sports and Leisure	Culture	Orientation in Space and Time	Our free time can be used as an opportunity for personal growth and for meaningful experiences in interaction with other people.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Family and Relationships	Connections	Identities and Relationships	What we expect from the family member roles will reveal and shape our own personal values.
Media and Technologies	Culture	Personal and Cultural Expression	The type of media we chose to look at reflects its audience, culture and purpose.
Environmental and Ethical Lifestyle	Creativity	Globalisation and Sustainability	To respond to environmental world issues, we have to find new and creative solutions to offer a better life to all livings on the planet.
A healthy Lifestyle	Communication	Personal and Cultural Expression	Effective communication and respecting other points of view increases our understanding of lifestyles choices, health habits and well-being of a different culture.

SPANISH LANGUAGE ACQUISITION CURRICULUM

The MYP Spanish course gives students at BBIS the opportunity to start learning Spanish from Grade 6 until Grade 10. The Spanish Language Acquisition curriculum aims to prepare the students to interact successfully in a Spanish-speaking environment.

Students take part in class activities that allow them to use the Spanish language authentically. They are challenged to use only the target language. Activities include in-class discussions, question and answer sessions, and oral presentations. Through these activities, students investigate the importance of Spanish as it relates to communication in their own lives.

We celebrate and share the richness of the many cultures of the Hispanic world during the week of La Fiesta de la Hispanidad, where our students and the whole school are able to take part in a programme that depicts linguistic, cultural and artistic expression through dance, music, film, sport, visual arts and cuisine.

GRADE 6 (LANGUAGE CAROUSEL)

Title	Key Concepts	Global Context	Statement of Inquiry
My Cultural Identity	Communication	Identities and Relationships	We learn to communicate and to relate with each other by recognising the good use of linguistic forms.

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
My Cultural Identity	Communication	Orientation in Space and Time	Our daily routines at home teaches us about ourselves, what to do, and when we do it. We understand these patterns of behavior in the context of our house and we learn to describe our closest habitat by explaining our interaction with others within this environment.
My Family	Creativity	Orientation in Space and Time	Describing our families helps us define a part of our identity and understand the intercultural conventions linked to family description.
My House and Surroundings	Creativity	Orientation in Space and Time	Our personal values and culture can influence the way we arrange our own habitat.
Hobbies and Leisure	Culture	Identities and Relationships	Our culture forms our identity. What do we do and how do we interact with others?



GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
City and Surroundings	Connection	Orientation in Space and Time	The messages used in Media have the purpose to connect us with different audiences.
A Day in our School	Communication	Fairness and Development	We communicate messages to the audience in order to achieve an education based on the values of solidarity and tolerance.
Healthy Lifestyle	Communication	Identities and Relationships	We communicate how our lifestyle has an influence on our health through textual conventions and determined linguistic structures.
Clothes and Fashion	Culture	Identities and Relationships	Using conventions and personal expressions, we describe ourselves and others while, at the same time, connecting with everyone.

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Travelling and Tourism	Creativity	Orientation in Space and Time	Communicating about different travelling options creates connections between the language we learn and personal meaningful experiences.
Education and Employment	Communication	Identities and Relationships	Discussing and ideal school system gives and opportunity to explore and value the type of education you receive.
Jobs and Careers	Connections	Identities and Relationships	Our identity is a critical factor on the jobs we do.
Tell me a Story	Creativity	Personal and Cultural Expression	Legends and stories function as expressive means and cultural pathways.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Social Relationships and Young People	Connections	Identities and Relationships	Using textual conventions we can describe our identity and those around as while connecting with them.
Culture and Media in the Hispanic World	Culture	Personal and Cultural Expression	The use of media resources shapes our perception of our world.
Global Questions and Environment	Connections	Globalisation and Sustainability	Poetry and music help us to understand the culture.

MANDARIN CHINESE LANGUAGE ACQUISITION CURRICULUM

Mandarin Chinese is the most widely spoken language in the world and serves as a cornerstone of the global economy, offering unparalleled opportunities for those who choose to learn this remarkable language.

Starting in grade 6, students embark on an exciting journey into Chinese language and culture at the introductory phase 1 level. They have the option to specialise in Mandarin from Grades 7 to 10. The course aims to develop students’ proficiency in Chinese communication while fostering an appreciation for the rich tapestry of Chinese culture.

In class, students participate in a diverse range of enriching activities. These include interactions with native speakers, communication with schools in China and Taiwan, calligraphy, scavenger hunts, and cooking classes. Emphasis is placed on communication and interaction, providing students with a holistic understanding of the language and culture of over 1.4 billion people.

Additionally, BBIS offers a regular exchange program with a school in China. This provides students with the opportunity to apply their learning in an authentic context, further enriching their understanding and appreciation of Mandarin Chinese and its cultural significance.

As BBIS has a regular exchange programme with a school in China, students may have the opportunity to participate in this trip, applying what they have learned in the most authentic of contexts.

GRADE 6 (LANGUAGE CAROUSEL)

Title	Key Concepts	Global Context	Statement of Inquiry
Getting to know you	Communication	Identities and Relationships	Our identity is shaped by the meaning behind that messages that we send out about ourselves. Being able to communicate in order to meaningful relationships is fundamental for our identity.

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
Getting to know you	Communication	Identities and Relationships	Our identity is shaped by the meaning behind that messages that we send out about ourselves. Being able to communicate in order to meaningful relationships is fundamental for our identity.
Hobbies and Free Time	Connections	Orientation in Space and Time	By interacting with each other through messages we are able to build meaningful connections
Daily Routines and My School Life	Culture	Identities and Relationships	Happiness and the good life is subject to interpretations by different cultures, depending on varying context and conventions.
Feeling Unwell	Communication	Orientation in Space and Time	Lifestyle choices influence our health, expressed through textual conventions and essential linguistic structures.

**GRADE 8**

Title	Key Concepts	Global Context	Statement of Inquiry
Food and Eating out	Culture	Personal and Cultural Expression	Food helps give meaning to culture and is an expression of personal views and belief systems.
Shopping for Clothes	Communication	Orientation in Space and Time	Exchanges and interactions exist to communicate individual's purpose.
IDU: Healthy Lifestyle	Connections	Identities and Relationships	Cultural and personal factors play a significant role in shaping decisions related to health and well-being, intricately connecting with our physiological and bodily systems.
Weather	Connections	Orientation in Space and Time	The weather connects us all by influencing our lives and choices daily.

**GRADE 9**

Title	Key Concepts	Global Context	Statement of Inquiry
My Community: Transport and Directions	Communication	Orientation in Space and Time	Communication is essential for successful exchange and interaction of information.
Travel	Culture	Personal and Cultural Expression	Culture is a vehicle to appreciate and express different messages
Work Experience	Perspective	Personal and Cultural Expression	Varying cultural perspective influence our choices
Future Education and Career Plans	Connections	Personal and Cultural Expression	Work systems and culture are interconnected, shaping personal expressions and social identity
Going to the Doctor	Communication	Orientation in Space and Time	Communication and timing are essential elements for living a successful life.

# INDIVIDUALS AND SOCIETIES

Throughout the MYP, in Individuals and Societies at BBIS students explore the traditional social science disciplines of History, Geography and in the later years have the opportunity to study aspects of Economics, Psychology and Politics. During the five-year programme, students will acquire the ability to analyse evidence, draw and support conclusions about the world around them, detect bias, think critically and present arguments in a thoughtful and considerate manner.

Moreover, by studying Individuals and Societies, students are encouraged to challenge assumptions, value the past and analyse the present in subject specific as well as holistic terms.

The following assessment framework, shared by all disciplines within the subject, embodies the MYP philosophy, which stresses skills acquisition and development as well as the articulation of respective curriculum content.

**OBJECTIVES AND ASSESSMENT CRITERIA**

**A: Knowing and understanding**

Students should be able to:

- use terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

**B: Investigating**

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.

**C: Communicating**

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 recognised convention.

**D: Thinking critically**

Students should be able to:

- discuss concepts, issues, models, visual representation and theories
- synthesise information to make valid arguments
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- interpret different perspectives and their implications.

In Grade 10, BBIS students have the opportunity to choose two Individuals & Societies subjects to study. They may choose between the following five options:

History

The MYP History programme at BBIS focuses on the study of a variety of cultures and civilisations. However, the past is not examined in a vacuum, as students are encouraged to challenge and engage assumptions and bias in a contemporary context. Through lecture, cooperative learning activities, essay research and writing, students acquire the skills and ability to analyse evidence, critically engage historical sources, detect bias and present and defend contentions.

Geography

The study of Geography in the MYP is intended to lead students from a reactive understanding of their immediate environment to an appreciation of spatial phenomena and interactions according to local, national and global scales. In order to account for change in the interdependent nature of spatial variance and patterns in natural and human realms, students will be encouraged to ask ‘Where?’, ‘Why?’, ‘How?’ and ‘What if?’ whilst evaluating outcomes and responses to contemporary geographic issues.

Business & Economics

The study of Business & Economics at BBIS primarily focuses on the concepts of scarcity and resource allocation, looking in particular at the material aspects of life. The discipline is concerned with the acquisition of knowledge and the understanding of principles, theories and ideas in explaining the complexities of the world around us.

Integrated Humanities – Focus Psychology

The study of Psychology in the MYP program allows students the first taster of this fantastic subject. Students can debate and evaluate the schools of thought about society and why humans behave the way they do. As the study of the brain and behaviour, students can take real life situations and explain them using different ideologies and treatment options.

Integrated Humanities – Focus Global Politics

The study of Integrated Humanities in Grade 10 at BBIS is a blend of History, Geography, and Politics. Students explore the intersection between power and society, focusing on human rights, nonviolent conflict, protest movements, intervention and peace-building.

INDIVIDUALS AND SOCIETIES CURRICULUM

GRADE 6

Title	Key Concepts	Global Context	Statement of Inquiry
Where in the World?	Time, Place and Space	Orientation in Space and Time	We can understand the shape of space and time our world by studying maps, which have been created for a variety of purposes.
Artefacts & Sources	Time, Place and Space	Identities and Relationships	We can understand the beliefs, values and culture of a society by examining the objects they have left behind.
Human Evolution	Change	Orientation in Space and Time	Humans evolved over the course of millions of years.
Agricultural Revolution	Change	Scientific and Technical Innovation	Technical Innovation changes how we live.
Mesopotamia	Systems	Scientific and Technical Innovation	Human innovation and invention leads to the development of systems (writing, laws, government)

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
Earthquakes and Volcanoes	Change	Orientation in Space and Time	Processes lead to changes in our natural and human landscapes.
Consequences of and response to natural disasters	Systems	Fairness and Development	The ability for a government to manage an emergency and intervene where needed depends on human capability and level of development.
Globalisation	Global Interactions	Globalisation and Sustainability	Globalisation has had different effects on our understanding of our culture and our relationships with other cultures.
Ancient Rome	Systems	Fairness and Development	Historical events can cause systems to change.
Humans and the Environment	Time, Place and Space	Globalisation and Sustainability	Human choices, through time and in different places, have led to global environmental changes that may make our current way of life unsustainable.

GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
Research Skills	Systems	Personal and Cultural Expression	Effective research is a system that enables individuals to explore and express personal and cultural ideas with clarity and purpose.
Population and Societies	Change	Globalisation and Sustainability	Globalisation and population change in certain places and times causes social and environmental change, but we must take action to ensure that the benefits are shared by all sustainably.
Gender	Time, Place and Space	Identities and Relationships	Understanding gender across time and place illuminates how identity and relationships shape and are shaped by power dynamics, cultural contexts, and historical periods.
Colonisation & Exchange	Global Interaction	Orientation in Space and Time	The impact of colonisation and exploration is shaped by global interactions, cultural dynamics, resource exploitation throughout space and time.



GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Geography of Germany	Time, Place, and Space	Globalisation and Sustainability	The interaction between time, place, and space influences how countries manage sustainable development in a globalised world.
Nationalism	Change	Identities and Relationships	The relationship between culture and identities drives change, revealing how the causes and consequences of nationalism shape societies and influence global interactions.
Genocide	Relationships	Identities and Relationships	Understanding the changing relationships between groups and the processes that cause genocide helps us explore how identities are formed, challenged, and affected in society.
Economic Systems	Systems	Identities and Relationships	Economic systems are based on values and structured to manage resources in different ways, reflecting diverse perspectives on fairness and development.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Business & Economics: Introduction to Business & Economics	Systems	Fairness and Development	Economics and business is the globalised system we use to allow for sustainable allocation of resources in order to promote development through free market capitalism.
Business & Economics: Market Failure	Global Interactions	Fairness and Development	There ways in which the free market fails to reach a socially optimal level of resource allocation can be interpreted from a number of different perspectives.
Business & Economics: Macroeconomic Objectives	Change	Identities and Relationships	Understanding psychological perspectives, particularly the psychodynamic approach, helps in analyzing human development and behavior.
Integrated Humanities: Who was Freud?	Perspective	Identities and Relationships	Understanding psychological perspectives, particularly the psychodynamic approach, helps in analyzing human development and behavior.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Geography: Physical Geography (Convection Currents)	Systems	Scientific and Technical Innovation	Scientific and Technical Innovation allows for a systemic understanding of the way in which convection currents change our planet.
Geography: Human Geography (Indigenous Peoples)	Global Interactions	Identities and Relationships	Global interactions determine how Identities and Relationships are founded on local context.
History: The Arab-Israeli conflict (1900 – 1978)	Global Interactions	Fairness and Development	Conflict is often caused by otherwise irreconcilable differences in perspectives, highlighting justice, peace and conflict management.
History: Modern Terrorism	Identity	Orientation in Space and Time	The causes and consequences of modern terrorism are diverse, complex and dependent on numerous factors.
Integrated Humanities: Conflict and Intervention in Global Politics	Global Interaction	Identities and Relationships	Competition between actors and for resources can be a cause of conflict and peace making is dependent on global cooperation.
Integrated Humanities: Non-Violence and Human Rights in Global Politics	Power	Fairness and Development	Non-violence and cooperation can bring about social, economic, political and environmental change.

The study of science in Grades 6 to 8 aims to provide the student with both a body of knowledge and understanding of the scientific approach to problem solving. This dual role makes science an important means to investigate and understand the natural world. Students acquire the ability to formulate hypotheses, design and carry out experiments to test them, and evaluate results. Science at BBIS embraces the traditional subjects of Biology, Chemistry and Physics. As with other areas of the curriculum, students are encouraged to relate the content of the classroom and laboratory to the realities of life as they develop Critical Thinking and problem solving skills.

In Grade 9, students are taught the three Sciences separately as part of their Science class. In Grade 10, students choose to focus on two Sciences, one in each semester.

OBJECTIVES AND ASSESSMENT CRITERIA

A: Knowing and understanding

Students should be able to:

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments.

B: Inquiring and designing

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.

C: Processing and evaluating

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.

D: Reflecting on the impacts of science

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 scientific language effectively
- document the work of others and sources of information used.

Biology

Students in Grades 9 and 10 are introduced to a dedicated Biology course, which covers a wide range of biological topics during the final two years of the MYP. Emphasis is placed on developing students’ abilities to carry out scientific research. This involves a large amount of practical work, independent research and student-centred learning. Students gain understanding of their roles and responsibilities in our rapidly changing world and develop their ability to make decisions based on sound knowledge of concepts and ideas in ecology, genetics and biotechnology. All content taught forms a foundation for the IB Diploma Programme Biology course.

Chemistry

Chemistry is the study of the changes in the properties of materials and the causes of these changes. The MYP Chemistry course at BBIS allows students to discover the major governing principle for themselves through a cycle of hypothesis, experimentation and conclusion. Students explore the world of chemistry by studying important topics like the formation of the periodic table, kinetics, atomic structure, bonding, acid and base chemistry, electrochemistry and organic chemistry, all of which are key parts of the IB Diploma Programme Chemistry course.

Physics

The MYP Physics course aims to give an understanding of the interactions between matter and energy in the natural world. The course is self-contained, but is also a preparation for IB Diploma Programme Physics course. The topics covered are mechanics, waves, electricity and magnetism, thermal physics, and atomic physics.

SCIENCES CURRICULUM

GRADE 6

Title	Key Concepts	Global Context	Statement of Inquiry
Electrical Energy	Systems	Scientific and Technical Innovation	Biological and chemical energy sustains us by sustaining our cells and producing the food we eat; changes to the global environment has consequences on these systems.
Cells, genetics, natural selection, and evolution	Change	Globalisation and Sustainability	Scientific innovation drives our understanding of cells and genetics, revealing the mechanisms of natural selection that lead to the transformation and continual change of species through evolution.
Puberty and Interactions with the Brain and Body	Relationships	Identities and Relationships	Understanding the changes and transformations that occur during puberty can help us make healthy peer interaction choices.

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
Earth and Space	Systems	Orientation in Space and Time	The universe is a vast place composed of dynamic systems influenced by the forces permeating our universe, which can be observed and modeled in order to help us understand how our Orientation in Space and Time changes.
Senses and Perceptions	Relationships	Identities and Relationships	Utilising our senses helps us to form a relationship with our environment and how we choose to use these sense related organs can have short- and long-term consequences on the function of these organs.
Puberty and Interactions Education	Changes	Personal and Cultural Expression	Physical, personal, cultural, psychological and social growth comes with changes and transformation.

GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
Chemistry	Change	Scientific and Technical Innovation	Changing external factors causes transformation and movement of materials in the real world.
Health	Systems	Personal and Cultural Expression	The health of an individual can be affected by genetics, environment, and lifestyle choices. Understanding the consequences of these choices and the function of human systems, provides students with knowledge they can use to make informed decisions.
RSE	Relationships	Identities and Relationships	Identity, interaction perspectives, and knowledge impacts the formation, health, and sustainability of relationships.

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Skills	Connections	Scientific and Technical Innovation	The scientific method creates connections for understanding science and communicating experimental results effectively, allowing for scientific innovation.
Atomic Structure and the Periodic Table	Relationships	Scientific and Technical Innovation	The relationship between atomic structure, properties, and interactions between atoms is used to develop useful substances.
Bonding	Change	Scientific and Technical Innovation	The chemical changes we see in matter are predictable and observable, based on clear patterns of interactions of electrons with each other.
Electricity	Relationships	Scientific and Technical Innovation	Understanding the movement of energy in circuits allows for improvements of electrical devices.
Cells and Nutrition	Relationships	Identities and Relationships	The relationship between function and balance of nutrients affects our health and wellbeing.
Forces and Motion	Relationships	Scientific and Technical Innovation	Innovative engineering solutions to humanity's desire to push the extremes use an understanding of the relationship between balance and movement.
Ecology	Systems	Globalisation and Sustainability	Scientists explore how patterns within systems aid in understanding the dynamic changes occurring in chemical processes.

GRADE 10 – CHEMISTRY

Title	Key Concepts	Global Context	Statement of Inquiry
Chemistry of Reactions	Relationships	Scientific and Technical Innovation	The transformation and interaction of substances in chemical reactions provide evidence of the relationships between reactants and products, highlighting how scientific and technical innovations can manipulate these reactions to optimize rates at which these reactions occur.
Stoichiometric Relationships	Change	Scientific and Technical Innovation	Understanding the quantitative relationships in chemical reactions allows us to balance energy and matter, facilitating scientific and technical innovations that drive transformative change in the world.



# MATHEMATICS

BBIS aims to develop students’ awareness that mathematics is a universal language with diverse applications. Aims and objectives include an understanding of mathematical reasoning and processes, the ability to apply mathematics and evaluate the significance of results, the ability to develop flexible strategies for problems in which solutions are not obvious, and the acquisition of mathematical intuition.

## OBJECTIVES AND ASSESSMENT CRITERIA

### A: Knowing and understanding

Students should be able to:

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts

### B: Investigating patterns

Students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as general rules consistent with findings
- prove, or verify and justify, general rules

### C: Communicating

Students should be able to:

- 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
- organise information using a logical structure

### D: Applying mathematics in real-life contexts

Students should be able to:

- 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

## GRADE 10 – CHEMISTRY

Title	Key Concepts	Global Context	Statement of Inquiry
Carbon and Energy	Systems	Globalisation and Sustainability	The structure and transformation of organic compounds are important within energy systems which impact the environment, thus highlighting the need for sustainable solutions in a globalised world.

## GRADE 10 – PHYSICS

Title	Key Concepts	Global Context	Statement of Inquiry
Waves	Systems	Orientation in Space and Time	Scientists discern patterns and use them to construct systems with rules and conventions that help to explain how the world works.
Electricity and Electromagnetism	Relationships	Scientific and Technical Innovation	The electricity we use and rely upon needs to be produced and transported through interactions of fields.
Nuclear and Atomic Physics	Change	Scientific and Technical Innovation	The change in radioactive isotopes over time has consequences for both energy production and the environment.

## GRADE 10 – BIOLOGY

Title	Key Concepts	Global Context	Statement of Inquiry
Human Reproduction	Systems	Personal and Cultural Expression	
Genetics	Systems	Scientific and Technical Innovation	Transforming systems within environments can create opportunities, risks, consequences and responsibility.
Biotechnology (Enzymes and Microorganisms)	Change	Scientific and Technical Innovation	Conditions affect how raw materials are changed into products.
Plant Reproduction	Systems		

MATHEMATICS CURRICULUM

GRADE 6			
Title	Key Concepts	Global Context	Statement of Inquiry
Whole Numbers	Form	Orientation in Space and Time	Different systems and forms of representations develop as civilisations evolve and humans interact.
Introduction to Algebra	Logic, Form	Scientific and Technical Innovation	A logical process helps to model and generalise patterns in the natural world.
Integers	Form	Orientation in Space and Time	Being able to represent different forms of quantities has helped humans explore and describe our planet.
Decimals	Form	Fairness and Development	Different systems and forms of representations develop as civilisations evolve and humans interact.
Fractions	Logic	Identities and Relationships	A logical process helps to model and generalise patterns in the natural world.
Percentage	Logic, Form	Identities and Relationships, Fairness and Development	Being able to represent different forms of quantities has helped humans explore and describe our planet.
Angles, Lines and Parallelism	Form	Personal and Cultural expression	Generalising relationships between measurements can help develop principles, processes and solutions.

GRADE 7			
Title	Key Concepts	Global Context	Statement of Inquiry
Integers	Relationships	Orientation in Space and Time	Being able to represent different forms of quantities has helped humans explore and describe our planet.
Algebraic Expressions and Equations	Form	Scientific and Technical Innovation	Producing equivalent forms through simplification can help to clarify, solve and create puzzles and tricks.
Ratios and Proportion	Logic	Identities and Relationships	Using a logical process to simplify quantities and establish equivalence can help analyse competition and cooperation.
Univariate Data	Form	Fairness and Development	Different forms of representation can help justify conclusions regarding access to equal opportunities.

GRADE 7			
Title	Key Concepts	Global Context	Statement of Inquiry
2D and 3D Geometry	Relationships	Orientation in Space and Time	Generalising relationships between measurements can help explore the formation of human and natural landscapes.
Probability	Logic	Orientation in Space and Time	A logical system of representation can help explore and analyse games that humans play.
Rates	Relationships	Globalisation and Sustainability	Establishing relationships of equivalence between measurements illustrates the interconnectedness of human-made systems.

GRADE 8			
Title	Key Concepts	Global Context	Statement of Inquiry
Number Concepts	Form	Orientation in Space and Time	Representing and simplifying quantities in different forms can help explore remarkable discoveries and development.
Geometry of Triangles	Relationships	Scientific and Technical Innovation	Generalising relationships between measurements can help develop principles, processes and solutions.
Coordinate Geometry	Relationships	Globalisation and Sustainability	Representing patterns of change as relationships can help determine the impact of human decision-making on the environment.
Simultaneous Equations	Relationships	Identities and Relationships	Representing relationships with models can promote and support social entrepreneurship.
Surface Area and Volume of 3D shapes	Form	Scientific and Technical Innovation	Generalising relationships between measurements can help analyse and generate products, processes and solutions.
Bivariate Data	Relationships	Identities and Relationships	Representing relationships with models can promote and support social entrepreneurship.
Geometric Transformations	Form	Personal and Cultural Expression	An understanding of patterns created by forms in space can enhance creativity and help express beliefs and values.

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Algebra review. Measurements	Relationships	Globalisation and Sustainability	Quantities and measurements illustrate the relationships between human-made system and communities.
Linear Equations, System of Equations and Inequalities	Form	Identity and relationships	Modelling with equivalent forms of representation can improve decision-making.
Irrational Numbers and Operations with Radicals and Exponents	Form	Globalisation and Sustainability	Patterns and relationships can be represented by equivalent forms. Representing change and equivalence in a variety of forms has helped humans apply their understanding their environment.
Right-angled Triangle Trigonometry	Relationships	Scientific and Technical Innovations	Generalising and applying relationships between measurements in space can help define “when” and “where”.
2D Geometry (Deductive Geometry)	Logic	Personal and Cultural Expression	Logic can justify generalisations that increase our appreciation of the aesthetic.
3D Geometry	Relationships	Personal and Cultural Expression	Generalising relationships between measurements enables the construction and analysis for ritual and play.
Quadratic Equations	Form	Scientific and Technical Innovations	Representing change and equivalence in a variety of forms has helped humans apply their understanding of scientific principles.
Introduction into Function Notation. Quadratic Functions and their Transformations	Form	Orientation in Space and Time	Representing patterns with equivalent forms can lead to better systems, models and methods. Relationships model patterns of change that can help clarify and predict duration, frequency and variability.
Patterns, Sequences and Series	Form	Scientific and Technical Innovations	Using different forms to generalise and justify patterns can help improve products, processes and solutions. Different forms can be used to generalise and justify patterns.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
The Trigonometry of Right and Non-right Triangles	Relationships	Scientific and Technical Innovation	Generalising and applying relationships between measurements in space can lead to better models.
Trigonometric Functions, Equations and Sinusoidal Models	Form	Orientation in Space and Time	Generalising and applying relationships between measurements in space can help define 'where' and 'when'.
One Variable Statistics	Relationships	Globalisation and Sustainability	How quantities are represented can help to establish underlying relationships and trends in a population.
Two Variable Statistics	Relationships	Identities and Relationships	Generalising and representing relationships can help can clarify trends among individuals.
Probability	Relationships	Identities and Relationships	Making informed choices result from using logical representations and systems.
Exponential and Logarithmic Functions and their Transformations	Relationships	Scientific and Technical Innovation	Generalising changes in quantity helps establish realtionships that can model duration, frequency, and variability.
Extended Maths only: Logarithms, Laws of logarithms, Exponential Equations	Form	Orientation in Space and Time	Generalising changes in quantity helps establish relationships that can model duration, frequency, and variability.
Function Notation. Composite and Inverse Functions. Graph Transformations	Form	Orientation in Space and Time	Relationships model patterns of change that can help clarify and predict duration, frequency, and variability.
Extended Maths only: Rational Functions	Form	Scientific and Technical Innovation	Representing change and equivalence in a variety of forms has helped humans apply our understanding of scientific principles.



THE ARTS

Visual Art

From the earliest times, visual expression has been common to all cultures as human beings make statements through a variety of non-verbal forms and create objects that are aesthetically pleasing. The MYP Visual Arts programme at BBIS addresses this by stimulating students’ awareness through art observation and appreciation and art production. Visual Arts students at BBIS are encouraged to explore a wide variety of media and techniques. The MYP Visual Art course organises learning around the creative cycle, a dynamic, ongoing process of sensing, planning, creating, reflecting and evaluating. This involves utilising creative energy and demands commitment, as well as effective oral and visual communication, interaction and ongoing reflection. Through the focus on the Global contexts in the Visual Arts, content is delivered in a comprehensive manner with a strong focus on understanding visual expression as an indicator of time, location and culture.

Music

Music making is a basic and essential part of human behaviour, common to all cultures in all times. In line with IB philosophy, MYP Music aims to deliver its curriculum through comprehensive and balanced schemes of work supported by constructive assessment. We focus on practical music making, both performing and composing in response to a variety of stimuli drawn from western art music, global folk and pop music, film music, electro-acoustic music and jazz. We explore how music affects and is affected by society, today and in the past, through exploration of areas such as dance, music for special occasions, TV, film and new technologies. Students develop a range of skills, knowledge and understanding through listening, analysis, appraisal, original composition and performing. Most music making is a social activity and students develop and demonstrate their personal engagement through collaborative group work. The different elements of music (pitch, duration, tempo, timbre, dynamics and texture) are studied through different musical strands (melody, harmony, rhythm, instrumentation/timbre, texture, structure and context) in a way that enables students to understand and respond to a wide variety of music. Students maintain a work book that contains reflections and evaluations of their own work, and are strongly encouraged to learn a musical instrument in order to get the most out of the course and – hopefully – to begin a lifetime of enjoyable music-making.

Drama

Heavily rooted in Human Ingenuity and Community and Service, the MYP Drama courses at BBIS are cumulative studies of performance and technical design that seek to unite classroom work with the production of shows enjoyed by the school community. Early elements of the courses involve confidence-building in performance, encouraging the students to “go out on a limb”. Approaches to Learning is also a primary focus in these courses, as many assignments involve memorising dramatic texts and applying various dramatic techniques to monologues and scenes learned. Every student participates in at least one school production, providing costume designs or lighting, building sets, and creating publicity items such as programmes and advertisements.

Media Studies

The Media Studies curriculum for Grade 9 and 10 offers students an engaging and comprehensive exploration of the world of media. Through a combination of theoretical analysis and practical application, students develop Critical Thinking, creativity, and media literacy skills in an increasingly interconnected global society. The course is designed to foster a deep understanding of various media forms, including film, digital, and social media. Students investigate the role of media in shaping culture, identity, and society, while examining its impact on individuals and communities. Throughout the course, students will engage in the following key areas of study:

- 1. Media Language and Representation
- 2. Media Industries and Audiences
- 3. Media Contexts and Values
- 4. Media Skills and Production

The course encourages students to engage in critical analysis, collaborative projects, and independent research.

OBJECTIVES AND ASSESSMENT CRITERIA

A: Investigating

Students should be able to:

- investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement or genre.

B: Developing

Students should be able to:

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

C: Creating/Performing

Students should be able to:

- create or perform an artwork.

D: Evaluating

Students should be able to:

- appraise their own artwork or performance
- reflect on their development as an artist.

VISUAL ART CURRICULUM

GRADE 6

Title	Key Concepts	Global Context	Statement of Inquiry
Many parts, one me	Identity	Identities and Relationships	Artists convey aspects of their identity in their artwork by using symbols.

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
Language and Culture in Art	Culture	Cultural Expression	Visual art serves as a medium to communicate language and culture, reflecting and shaping societal values and identity.

GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
Colour my World	Culture	Personal and Cultural Expression	Colour is more than a decorative device in art - it is also an expressive tool with a powerful ability to transmit emotion.

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Expressive Mark Making	Aesthetics	Personal and Cultural Expression	By exploring diverse mark-making techniques, artists can create innovative and emotive expressions that enhance their artistic impact
Highly Skilled Mark Making	Creativity	Orientation in Space and Time	Exploring the techniques of mark making enables artists to achieve the perception of three-dimensionality in their two-dimensional artworks, thereby enhancing realism, expression and creating a sense of depth.
Surrealism	Reflection	Identities and Relationships	Through the use of illogical elements and the subconscious, artists challenge our perceptions and transform the way we see the world.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Art across the Ages	Change	Orientation in Space and Time	The way artists create, and the meaning behind their work, is tied to the cultural context in which the work is made.
Art with a Message			Artists express contemporary social issues to educate, advocate, and communicate, shaping public awareness and dialogue.
Independent Exploration	Aesthetics	Identities and Relationships	Artists create works that reflect their individual interests, offering unique perspectives and personal expressions through their art.

MEDIA STUDIES CURRICULUM

GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Exploring Identity through Podcasting	Culture	Personal and Cultural expression	Podcasting provides a platform for individuals to explore and express various aspects of identity, cultural influences, and personal experiences.
Unveiling Commercial Advertising: Impact and Identity	Communication	Personal and Cultural expression	Advertising is a powerful form of communication that shapes and reflects societal Identities and Relationships, influencing consumer behavior and cultural norms.
Reality: Exploring the Art and Impact of Documentaries	Perspective	Fairness and Development	Documentaries provide a powerful medium to present perspectives on real-world issues, influencing public opinion and contributing to the development of a fair and informed society.
Cinematic Storytelling: Exploring the Impact of Film and Movies	Communication	Personal and Cultural expression	Film and movies are powerful tools of communication that shape Personal and Cultural Expression, influencing how stories are told and perceived in society.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Podcasting for Social Change	Change	Fairness and Development	Podcasting is a powerful tool for advocating social change.
Decoding the Melody: Analyzing Messages in Music	Communication	Personal and Cultural expression	Music serves as a powerful medium of communication, allowing for the expression of personal and cultural identities and conveying complex messages through melody, lyrics, and rhythm.
Unveiling Reality: Exploring the Art and Impact of Documentaries	Perspective	Fairness and Development	Documentaries offer unique perspectives that challenge audiences to consider issues of Fairness and Development, revealing the complexities of real-world events.
Cinematic Storytelling: Exploring the Impact of Films and Movies	Creativity	Identities and Relationships	Films serve as powerful tools for communication, shaping and reflecting Identities and Relationships within societies.

MUSIC CURRICULUM

GRADE 6			
Title	Key Concepts	Global Context	Statement of Inquiry
Elements of Rhythm, Melody with Form Analysis	Time, Place and Space	Scale, Duration, Frequency and Variability	Rhythm is organised duration of sound, which only function in "time, place, and space". Through rhythms and form each individual orientates themselves within a group, within a pulse and a musical framework.
The Meaning of Folk Culture, focusing on Folk Music and its Interpretation	Connection	Personal and Cultural Expression	Folk music reflects of culture in general but also the people of a given culture.

GRADE 7			
Title	Key Concepts	Global Context	Statement of Inquiry
Revision of Rhythm Knowledge	Communication	Personal and Cultural Expression; Artistry, Craft, Creation and Beauty.	We can communicate via rhythm
Intervals, Scales, Chords via Canons	Change	Personal and Cultural Expression; Artistry, Craft, Creation and Beauty.	The structure of a canon connects to its aesthetics.

GRADE 8			
Title	Key Concepts	Global Context	Statement of Inquiry
More Complex Rhythm Patterns--Rhythm Diminuation and Augmentation in Music	Creativity	Orientation in Space and Time	Rhythm, built on a steady pulse, is a template we place over time in order to organise and divide time.
Intervals, Scales, and Chords via the Music of the Beatles – Protest Songs	Connections	Personal and Cultural Expression	Chord progressions are musical devices which can express different moods and can represent different cultures.

GRADE 9			
Title	Key Concepts	Global Context	Statement of Inquiry
Fugue	Aesthetics	Orientation in Space and Time	Composers use fugue as a texture to develop compositions.
Minimalism	Change	Orientation in Space and Time	We can learn from minimalist compositions to create our own compositions.
Primary Chords and their Inversions	Aesthetics and Creativity	Personal and Cultural Expression	Melody, bass and harmony interrelate.
Impressionism	Aesthetics and Creativity	Personal and Cultural Expression	Whole tone scales allow us to appreciate more sophisticated chromatic harmony.
12-Tone Music/ Chromaticism	Aesthetics	Personal and Cultural Expression	Students will explore chromaticism, composing an 8-16 bar eerie melody featuring semitones and tritones.
Modes from Medieval to Modern Times	Creativity	Personal and Cultural Expression	We will analyse the difference between the modes, and compose, perform and listen to pieces using different modes.
Film Music and Leitmotifs	Creativity	Orientation in Space and Time	Music can set a mood and enhance visuals.

GRADE 10			
Title	Key Concepts	Global Context	Statement of Inquiry
Mbuti and Baka Music	Culture	Personal and Cultural Expression	The natural environment provides us with rich and diverse opportunities to create and perform music that reflects both the natural environment and the related culture.
Electro-Acoustic Composition	Change	Scientific and Technical Innovation	We can use computer technology to create, manipulate and structure sounds to compose original and meaningful music
Blues and Substitute Chords	Form	Personal and Cultural Expression	Fixed structure, infinite variety – how do we think inside the box?
Chords, Cadences, and Harmonisation	Aesthetics, Creativity	Personal and Cultural Expression	An exploration of cadences and Bach's harmony, experimenting with adding harmony to and extending the melody of Bach Chorale No. 5.
Exploring Music Research	Aesthetics	Personal and Cultural Expression	The context of the musical piece influences the use of musical elements within it.
Song Writing	Creativity	Personal and Cultural Expression	Musical processes and techniques can be used to emphasise the meaning of lyrics.

DRAMA CURRICULUM

GRADE 6			
Title	Key Concepts	Global Context	Statement of Inquiry
Building Blocks: Drama Skills and Techniques	Communication	Personal and Cultural Expression – Craft	Use of drama skills and techniques enhance communication of the narrative between performer and audience.
Working with Texts: The Wizard of Oz / The Wiz	Aesthetics	Personal and Cultural Expression – Artistry	Production design elements should be interpreted and expressed to reflect the aesthetics of the text.

GRADE 7			
Title	Key Concepts	Global Context	Statement of Inquiry
Theatre Theory: Puppetry	Identity	Personal and Cultural Expression – Creation	Shadow puppetry is presented in a way that encourages identity formation in innovative ways.
Working with Texts: Antigone	Communication	Orientation in Space and Time – Exchange and Interaction	Greek Theatre can be expressed and interpreted in many different ways to communicate similar themes through time.

GRADE 8			
Title	Key Concepts	Global Context	Statement of Inquiry
Building Blocks: Monologues	Communication	Identities and Relationships – Identity Formation	Storytelling is a form of communication that requires careful composition and presentation to express authentic constructions of reality.
Collaborative Project: Nature vs. Nurture	Identity	Personal and Cultural Expression – Craft	Change is the driving force in theatre, ensuring that audience relevance is the continued focus.

GRADE 9			
Title	Key Concepts	Global Context	Statement of Inquiry
Building Blocks: Storytelling	Communication	Personal and Cultural Expression – Social Constructions of Reality	Storytelling is a form of communication that requires careful composition and presentation to express authentic constructions of reality.
Working with Texts: In the Heights	Identity	Personal and Cultural Expression – Craft	The construction of identity is made possible through the use of stylistic choices and the genre of musical theatre.
Collaborative Project: Radio Drama	Change	Orientation in Space and Time – Constraints and Adaptations	The role of Radio Drama has changed over time, but the basis remains to be audience engagement through narrative and character adaptations.
Collaborative Project: Protest Art	Communication	Identities and Relationships – Identity Formation	Being innovative is a process that provides a space for communication of the narrative, while also leading to the self-discovery of the artist’s identity.
Working with Texts: A Raisin in the Sun	Identity	Identities and Relationships – Identity Formation	Genre and narrative are used to persuade the audience to view a particular perspective and specific themes from the lens of the playwright, helping to form identity in the process.
Theatre Tradition: Mime	Aesthetics	Personal and Cultural Expression – Creation	Mime is a form of expression that focuses on interpreting a story through body and movement.

GRADE 10			
Title	Key Concepts	Global Context	Statement of Inquiry
Collaborative Project: Stimulus to Stage	Communication	Personal and Cultural Expression – Craft	Theatrical presentation is the result of collaborative development through compositional exploration and stagecraft.
Theatre Tradition: Own choice	Change	Orientation in Space and Time – Exchange and Interaction	Through innovation, theatre tradition has influenced the way cultures are visually performed.
Working with Texts: The Color Purple	Aesthetics	Identities and Relationships – Identity Formation	Musical theatre allows for different identities to be represented through the different aesthetics and styles of production design elements.
Building Blocks: Solo Performance Project	Identity	Personal and Cultural Expression – Social Constructions of Reality	Theatre theorists use structure to practically explore and shape how identities are expressed.
Theatre Theory: Stanislavski’s Method	Identity	Identities and Relationships – Roles and Role Models	Method acting requires identity formation and varied perspectives from the performer in order to create an honest interpretation of a role.



MYP Design fosters an awareness of the development, application, impact and implications of technology, while encouraging students to acquire and perfect technological skills. Three branches of design technology are explored: information, materials and systems. The elements of the design process are at the core of the programme: investigate, design, plan, create a product/solution and evaluate.

The Design curriculum offers a broad experience of design related topics that aim to foster an awareness of the application of technology and aspects of design in the world. Topics include product design, digital media design, graphic design, textile design, simple electronics, architectural design and three-dimensional computer drawing. In all units students must document their design process and reflect on their approach to learning.

OBJECTIVES AND ASSESSMENT CRITERIA

A: Inquiring and analysing

- Students should be able to:
- explain and justify the need for a solution to a problem for a specified client/target audience
  - identify and prioritise the primary and secondary research needed to develop a solution to the problem analyse a range of existing products that inspire a solution to the problem
  - develop a detailed design brief which summarises the analysis of relevant research.

B: Developing ideas

- 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

C: Creating the solution

- 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 recognised convention.

D: Evaluating

- 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.

The nature of Design units initially tends to be relevant to a student's personal environment and then gradually the scope of the unit expands to involve designing for other people and the need to consider the global environmental effects of technology. Design is a vibrant subject that caters to students of many different learning styles, and in all units students must individually devise a solution to a design situation and document their process.

Students in Grades 9 and 10 who study Design are able to further specialise and explore their individual interests, by taking two courses, one in each semester, of three possible options: Product Design, Digital Design, and Introduction to Computer Science.

DESIGN CURRICULUM

GRADE 6

Title	Key Concepts	Global Context	Statement of Inquiry
Animal Magnetism	Communication	Personal and Cultural Expression	Form impacts how our ideas are communicated when designing products.
Desk Tidy	Form	Orientation in Space and Time	The way products are designed (form) influences their usability and comfort (ergonomics), shaping how people interact with them across different environments and time periods (function) in their home.
Laser Cut Wooden Pocket Puzzle	Communities	Personal and Cultural Expression	Designers use form to communicate personalized details within their products and designs.
Phone/iPad holder	Development	Scientific and Technical Innovation	Designers use digital software and programs as sketches and templates for their physical products.
Book Making IDU			

GRADE 7

Title	Key Concepts	Global Context	Statement of Inquiry
Workshop Licence	Systems		Designers use a variety of tools to create products.
LED Lamp	Communities	Orientation in Space and Time	Designing functional products, like LED lamps, enhances communities by addressing their specific needs, reflecting how technological advancements and user-centered solutions evolve over time and across different spaces.
Game Design	Systems	Scientific and Technical Innovation	Designers review existing games and use them as inspiration to create new ones.
Formula 1 Race Car	Development	Scientific and Technical Innovation	Designers innovate to develop more sustainable modes of transportation.

# PHYSICAL AND HEALTH EDUCATION

## GRADE 8

Title	Key Concepts	Global Context	Statement of Inquiry
Addressing global Waste: Upcycling	Development	Globalisation and Sustainability	To become more sustainable, designers adapt products and their function.
Laser cut slotting toy	Communication	Personal and Cultural Expression	Designers use software and digital programs to communicate ideas, symbols, signs, and/or facts.
Rube Goldberg Machine	Communities	Personal and Cultural Expression	Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.

## GRADE 9

Title	Key Concepts	Global Context	Statement of Inquiry
Ergonomic Product	Development	Identities and Relationships	Designers use the system of ergonomics to improve people's well being.
Computer Science	Systems	Scienific and Technical Innovation	Designers look to others to get inspiration for products.
CAD & CAM	Systems	Scienific and Technical Innovation	Digital design tools like CAD enable effective communication of innovative ideas by simulating the function and properties of materials, allowing designers to create solutions that reflect personal and cultural expression.

## GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Digital Design – CAD Design	Development	Scienific and Technical Innovation	Designers use scientific and technical innovation to develop and adapt new and old products to create functional solutions.
Client centred Design	Communities	Identities and Relationships	Understanding different perspectives within a community allows designers to create ergonomic solutions that enhance user experience, fostering meaningful relationships and identities through thoughtful, client-centered design.
Computer Science	Change	Scientific and Technical Innovation	How does dissatisfaction drive innovation?

Physical and Health Education has a significant and unique contribution to make to education, and plays an especially important role within the MYP curriculum at BBIS, as it contributes to the total development of the individual. PHE aims to cultivate a healthy lifestyle for students as well as an appreciation of various sports through development of knowledge and skills.

## OBJECTIVES AND ASSESSMENT CRITERIA

### A: Knowing and understanding

Students should be able to:

- explain physical health education factual, procedural and conceptual knowledge
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology effectively to communicate understanding.

### B: Planning for performance

Students should be able to:

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

### C: Applying and performing

Students should be able to:

- demonstrate and apply a range of skillsand techniques effectively
- demonstrate and apply a range of strategies and movement concepts
- analyse and apply information to perform effectively

### D: Reflecting and improving performance

Students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills
- develop goals and apply strategies to enhance performance
- analyse and evaluate performance.

PHYSICAL AND HEALTH EDUCATION CURRICULUM

GRADE 6			
Title	Key Concepts	Global Context	Statement of Inquiry
Invasion Games	Communication	Identities and Relationships	Communication is important, when cooperating and playing games.
Net Games	Communication	Identities and Relationships: Personal Efficacy and Agency	Communication can influence cooperation and choices within a net game.
Movement Creativity	Development	Fairness and Development	Development influences refinement through creation and beauty.
Health related Fitness	Development	Identities and Relationships	Components of fitness can be developed and adapted by using the surrounding space in different environments.
Athletics / Individual Pursuits	Relationships	Scientific and Technical Innovation: Adaptation, Ingenuity and Progress	Refining movement technique determines efficiency, power and strength.
Striking and Fielding	Change	Identities and Relationships	Strong relationships facilitate risk-taking in the face of changing situations.

GRADE 7			
Title	Key Concepts	Global Context	Statement of Inquiry
Invasion Games	Communication	Identities and Relationships: Cooperation, Teams, Affiliation and Leadership.	Various forms of communication can be adopted to interact successfully with team mates.
Net Games	Change	Personal and Cultural Expression	Positive physical and emotional change can occur when individuals make purposeful attempts to adapt to new situations and refine their skills.
Movement Creativity	Relationships	Identities and Relationships	Transitions between movements through space develops a group performance.
Health Related Fitness	Development	Identities and Relationships: Lifestyle Choices	Development of different training systems helps to improve the function of the body, in order to promote a healthy lifestyle.
Athletics / Individual Pursuits	Change	Scientific and Technical Innovation	Through engaging in various track events and training methods we can explore the ways in which one reaches peak performance.
Striking and Fielding	Communication	Fairness and Development: Difference and Inclusion	For a team to adapt to situations effectively, all team members must interact through communication and inclusion.

GRADE 8			
Title	Key Concepts	Global Context	Statement of Inquiry
Invasion Games	Communication	Identities and Relationships	Positive leadership creates an environment where effective communication and interactions within a team can thrive.
Net Games	Development	Fairness and Development	Refinement of movements can influence skill development.
Movement Creativity	Relationship	Personal and Cultural Expression	Development of beauty can be enhanced by refinement of movements.
Striking Games			

GRADE 9			
Title	Key Concepts	Global Context	Statement of Inquiry
Invasion Games	Change	Identities and Relationships	Changes in context can affect an individual's perspective of the situation.
Badminton specific Warm up	Relationship	Fairness and Development	The relationship between our mind and body is essential in order to conserve energy and function at our highest level.
Cultural Dance	Development	Personal and Cultural Expression	Choosing creative dance moves will help your Personal and Cultural Expression.
Basketball Parabolas (IDU)	Form, Relationships	Orientation in Space and Time	Relationships model patterns of change that can help clarify and predict duration, orientation, frequency and variability.
Health-related Fitness	Change	Identities and Relationships: Physical Well-being and Lifestyle Choices	In order to make informed changes to our health and wellbeing, we need to understand the choices available and the knowledge of how we can adapt them to suit individual needs. Body systems adapt to changing training methods.
Athletics / individual Pursuits	Development	Fairness and Development	Through engaging in various track events and training methods we can explore the ways in which one reaches peak performance.
Striking and Fielding	Relationships	Identities and Relationships	Strong relationships facilitate risk-taking in the face of changing situations.

GRADE 10

Title	Key Concepts	Global Context	Statement of Inquiry
Invasion Games	Relationships	Identities and Relationships	Relationships require high levels of interaction in order to optimise results.
Net Games (Volleyball and Badminton)	Communication	Identities and Relationships	Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.
Movement Creativity	Communication	Identities and Relationships	The balance between choice of movement and refinement of movements is essential in being able to produce a quality aesthetic routine.
Health related Fitness	Change	Identities and Relationships: Health and Well-being	Changes to health choices relate to improvements in the body's wellness, energy and balance.
Participation in OPTIONS	Development	Identities and Relationships	Fitness can be changed over a period of time.

VIRTUAL HIGH SCHOOL COURSES

Students in grades 9 and 10 have the opportunity to apply to take Virtual High School Courses. These courses are accredited, asynchronous online courses, offered in partnership with VHS Learning. Students may take either two single-semester courses or one full-year course, in order to explore interests that aren't covered elsewhere in the curriculum, such as Cybersecurity, American Sign Language, or Screenwriting. The courses are ideal for students with strong self-management skills and the ability to work independently, who would like to challenge themselves further.

In order to take Virtual High School courses, students must submit an application and be approved by the MYP Coordinator. The courses are not covered by BBIS tuition fees and must be paid separately. Students receive a pass/fail grade on their report card for their Virtual High School courses, as well as a VHS Learning transcript.

LEARNING LAB

English Language Acquisition students and those identified with a learning difference follow the Learning Lab Programme. Learning Lab runs concurrently to the MFL (Modern Foreign Language) programme.

Learning Lab offers small group tuition, where the teacher / student ratio is usually 1:7. A personalised programme is therefore provided that can respond to the needs and abilities of the students.

Inclusion specialists (qualified Language Acquisition teachers with SEN expertise) run the Learning Lab programme. These teachers are familiar with the subject curriculum through the In-class support they provide, and work closely and collaboratively with subject specialists to ensure students reach their academic potential. Learning Lab teachers are familiar with, and available for task clarification, guidance on assignments and enabling practice for assessments. Extra time for assessments is also assigned to students during Learning Lab classes.

For Language Acquisition and Literature students, the focus is on the development of English language skills such as vocabulary development, grammar and structured writing. The aim is to enhance their academic writing skills and promote the academic language required in the MYP programme.

For students with a learning difference, the programme provides the opportunity for students to receive individualised interventions, such as a spelling programme, handwriting or extra maths. Support focuses on reinforcing unit concepts and developing study skills and habits, such as time management and organisational skills.

Each Learning Lab session offers mini-lessons on annotation, note-taking skills, test-taking strategies, use of IT, writing tools, research skills, etc. These are all foundational skills and underpin the Approaches to Learning skills (ATLs) that are promoted throughout the MYP.

Please refer to the *Student Support Services Handbook* for more information.

LEARNING LAB CURRICULUM

Learning Lab lessons are made up of the following components:

- Focus skills, in which individualised interventions are delivered depending on students' needs. These include: Phonics and Spelling; Literacy skills using Stile comprehension activities; Grammar and syntax using IXL; Fine motor skills: cursive handwriting and touch typing; IXL for numeracy.
- ATL Study skills, which teach students how to improve their understanding of how they learn best and how to study effectively
- Consolidation of subject assignments and preparation for assessments

GRADE 6

Title	ATL Skills	Key Areas of focus
Understanding my Learning	Self-management, Communication	Introduction to Learning Lab, transitioning to middle school, understanding my learning style, setting academic/social goals – SMART targets, applying Mnemonic aids and strategies to aid learning, understanding what it means to be an independent learner
Organisation, Time Management and Planning	Critical Thinking, Self-management	Reflecting on my own study habits and personal organisation – homework habits, work space, being prepared for lessons, becoming an Active learner - staying focused, listening skills, following directions, using strategies to support time management
Reading and Writing Skills	Communication, Critical Thinking, Reflection	Annotating, skimming and scanning, text summarising and picking out key points, note-taking methods, using graphic organisers for essay planning, introduction to PEE paragraph writing
Research Skills and the Research Process	Research, Critical Thinking	Vocabulary strategies and dictionary skills, inference and using contextual clues, research tips and the Internet



**GRADE 7**

Title	ATL Skills	Key Areas of focus
Planning for Success in Grade 7	Self-management, Communication, Critical Thinking	Learning how to learn, setting academic/social goals – SMART targets, understanding what it means to be an independent learner, reflecting on my own study habits and personal organisation – homework habits, work space, being prepared for lessons, using strategies to support time management
Academic Writing	Thinking, Communication	Stretching sentences and SPaG, annotating, skimming and scanning, text summarising and picking out key points, note-taking methods, using graphic organisers for essay planning , PEEL and using transitions in writing, using quotes as evidence
Communication Skills	Communication, Critical Thinking	Presentation skills, language of debates, inference and using contextual clues, using formal language
Research Skills and the Research Process	Communication, Research	Vocabulary strategies and dictionary skills, editing and proofreading, motivational skills of perseverance and determination, AI, plagiarism and paraphrasing, Internet research skills and assessing sources

**GRADE 8**

Title	ATL Skills	Key Areas of focus
Understanding Oneself as a Learner	Reflection Skills	learning styles, study techniques, memorisation techniques
Time Management and Planning for Success	Organisation Skills, Reflection Skills	Goal setting, time management, using assessment for learning and long-time planning, study environment, building good habits and breaking bad habits
Research and Academic Integrity	Research Skills, Media and Information Literacy Skills, Critical Thinking	Understanding the question, skimming and scanning, annotating (incl. PDF editors), note taking, avoiding plagiarism - paraphrasing and in-text citations, finding credible sources: bias, corroboration, critical evaluation
Effective Communication	Communication Skills	Essay writing: using formal language, transitions in writing; email etiquette; listening and presentation skills

**GRADE 9**

Title	ATL Skills	Key Areas of focus
Setting up for Success in Grade 9	Self-management, Communication	Proactive studying, task prioritisation, task initiation, time management, mental flexibility, note-taking, building positive relationships, and memorisation.
Research and Academic Integrity	Research, Thinking	Summarising, synthesising, paraphrasing, quotations, MLA citations, in-text citations, and evaluating sources.
Academic Writing	Thinking, Communication	Formatting, using a formal register, analytical writing, embedding quotations, linking words, nominalisation, sentence structure, and using the active voice.
The Power of Feedback	Communication, Thinking	The qualities of impactful feedback, effective peer feedback strategies, responding positively to feedback

**GRADE 10**

Title	ATL Skills	Key Areas of focus
Setting up for Success in Grade 10	Self-management	Reflecting on executive functioning strengths and challenges, The Personal Project, creating a summer learning plan.
Developing Effective Routines	Self-management	Getting organised and staying organised, setting agendas for independent worktime in order to measure productivity.
Preparing for the Personal Project (PP)	Communication, Creative and Critical Thinking Skills	Read examples of other student’s PP reports and hear from Grade 11 students to help visualise the scale of the project to help make decisions and generate their own ideas.
Managing the PP	Research, Transfer Skills	Using knowledge and skills from across subjects to create products and solutions, expanding creative thinking and communication skills for the report and exhibition. Understanding how to write about their project in a way that is accessible for a general audience.
Reflecting on the PP	Reflection	Recognising personal strengths and limitations, accepting feedback from others (including supervisors and peers).
Preparing for the IBDP	Research, Communication, Thinking	Identifying own interests, developing subject-specific vocabulary, recognising subject-specific conventions. Focus on Extended Essay and Theory of Knowledge.
Academic Writing	Communication, Thinking	Using a formal register, nominalisation, acknowledging and responding to primary and secondary sources with proper attribution.







**BBIS Berlin Brandenburg International School**

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