

Northern Lights International School: MYP Curriculum Mapping

Physical and health education (MYP1)

Unit Title

Team sport (6 weeks (12 hours))

Authors: Marlieke Husslage

Key & Related Concepts

Key Concepts

Communication

Related Concepts

-  Physical and health education
- Interaction
 - Space
-

Global context

Scientific and technical innovation

Conceptual Understanding

How do we communicate and use movement tactics within group games.

Statement of Inquiry

Statement of Inquiry:

Through verbal, non-verbal, body language and modern training tools team members achieve their goals.

Inquiry Questions:

F : What are the soccer rules?

C : Should the communication between players and referees change? If yes, how?

D : Should video referee be used in soccer? Why, why not?

ATL

Communication

I. Communication skills

- Give and receive meaningful feedback

Research

VI. Information literacy skills

- Access information to be informed and inform others

VII. Media literacy skills

- Understand the impact of media representations and modes of presentation
-

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills

Topic: team sports Sub topic: 1. Introduction to the team sports 2. The general rules of soccer 3. The role of referees 4. The role of captains 5. First aid in team sports Skill based: Learning the role of referee and the role of captain. Soccer related skills such as dribble, shoot, attack and defense.

Gymnastics - Performance
(10 weeks (20 hours))

Authors: Marlieke Husslage, Kamil Koc

Key & Related Concepts

Key Concepts

Change

Related Concepts

-  Physical and health education
- Choice
 - Movement
-

Conceptual Understanding

Choices we make, lead to different movements and expressions.

Statement of Inquiry

Statement of Inquiry:

Our beliefs and the choices we make, will lead to different movements and ways we express ourselves.

Inquiry Questions:

F : What does a straight jump look like?

C : What different ways of expressions are there? And why are they different from each other?

D : Is gymnastics only for girls? Why, why not?

 **Physical and health education**
B: Planning for performance

- describe the effectiveness of a plan based on the outcome.

C: Applying and performing

- recall and apply a range of skills and techniques effectively.
- recall and apply a range of strategies and movement concepts.
- recall and apply information to perform effectively.

D: Reflecting and improving performance

- identify and demonstrate strategies to enhance interpersonal skills.
- identify goals and apply strategies to enhance performance.
- describe and summarize performance.

Communication**I. Communication skills**

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers

Learning Experiences:

How to communicate in a appropriate way with peers and teachers.

ATL

Social**II. Collaboration skills**

- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Learning Experiences:

How to share, discuss and compromise on ideas with peers and teacher.

Self-management**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines

- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

IV. Affective skills

- Mindfulness
 - Practise focus and concentration
 - Practise strategies to develop mental focus
 - Practise strategies to overcome distractions
 - Practise being aware of body–mind connections
- Self-motivation
 - Practise analysing and attributing causes for failure
 - Practise managing self-talk
 - Practise positive thinking

V. Reflection skills

- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Consider ATL skills development
 - What can I already do?
 - How can I share my skills to help peers who need more practice?
 - What will I work on next?
- Focus on the process of creating by imitating the work of others
- Keep a journal to record reflections

Learning Experiences:

To be organized and prepared.

Research

VI. Information literacy skills

- Access information to be informed and inform others
- Make connections between various sources of information
- Process data and report results

Learning Experiences:

What do I do with the information that I already have and that I receive and collect.

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument

IX. Creative thinking skills

- Consider multiple alternatives, including those that might be unlikely or impossible
- Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

- Apply skills and knowledge in unfamiliar situations
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives

Learning Experiences:

How do I solve individual/group problems.

MYP Assessment Criteria

B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance

Knowledge and Skills

• Topic: Gymnastic Performance .Sub topic: 1. Introduction to different forms of gymnastics (including; core stability, jumps, strength, balance, dance) 2. The different techniques in gymnastic 3. How to communicate with peers and teachers. 4. How to combine movements. 5. Prepare, practise and reflect. 6. Perform and reflect.

Basketball (5 weeks (10 hours))

Authors: Marlieke Husslage

Key & Related Concepts

Key Concepts

Communication

Related Concepts

-  Physical and health education
 - Adaptation
 - Interaction
-

Global context

Identities and relationships

Conceptual Understanding

How do we communicate and interact within a dynamic game of basketball. How do we adapt to constant changing game situations.

Statement of Inquiry

Statement of Inquiry:

Explore how to cooperate with- and approach people with other beliefs, values and physical skills other than yourself.

Inquiry Questions:

- C** : What are the basketball rules?
 - C** :
 - D** : Should there be any changes in the rules of physical contact?
-

MYP Assessment Criteria

A: Knowing and understanding, D: Reflecting and improving performance

Knowledge and Skills

**Warm-ups with music
(3 weeks (5 hours))**

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Connections

Related Concepts

-  Arts
 - Structure
 -  Physical and health education
 - Movement
-

Conceptual Understanding

The structure of a musical piece can have connections with physical movement.

Statement of Inquiry

Statement of Inquiry:

What is appropriate music to choose when designing a warm-up for the whole body?

Inquiry Questions:

- D** Choice of music: Does different music inspire us to move in different ways?
 - F** Warm-ups: How can we warm up our whole body in a short session?
-

ATL

Communication

I. Communication skills

- Use a variety of media to communicate with a range of audiences
- Read critically and for comprehension

Learning Experiences:

Students will fill out the WebQuest answers using the computer lab to find the answers.

Social

II. Collaboration skills

- Delegate and share responsibility for decision-making
- Build consensus

Learning Experiences:

Students worked in groups for their assessments.

Self-management

III. Organization skills

- Create plans to prepare for summative assessments (examinations and performances)

Learning Experiences:

Students had to practice their warm-ups and coordinate with their music outside of class time.

MYP Assessment Criteria

Interdisciplinary:

- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting



Arts:

- A: Knowing and understanding
 - C: Thinking creatively
-

Knowledge and Skills

Knowledge and skills: Song choice and curation, and ability to justify choices.

Intro into Fitness

(5 weeks (10 hours))

Authors: Marlieke Husslage

Key & Related Concepts

Key Concepts

Relationships

Related Concepts



Physical and health education

- Balance
 - Perspectives
-

Conceptual Understanding

Why do people choose to train and what types of fitness training are there.

Statement of Inquiry:

To experience and try out different types of fitness people can make their own decisions and form their own values and ideas about healthy training.

Statement of Inquiry

Inquiry Questions:

- F** : What types of fitness are there?
 - C** : Why do people choose to do fitness?
 - D** : What is more important in fitness/sport, talent or practise?
-

MYP Assessment Criteria

B: Planning for performance, C: Applying and performing

Knowledge and Skills

Arts (MYP1)

Unit Title

AUTUMN TERM 2017 PYP & MYP overview (6 weeks)

Authors: Luanne May Downs

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

Myself and Identity

(6 weeks (12 hours))

Authors: Luanne May Downs

Key & Related Concepts

Key Concepts

Identity

Related Concepts

 Arts

- Expression
 - Genre
 - Interpretation
-

Global context

Personal and cultural expression

Conceptual Understanding

Aims and objectives: Students will be exploring what it means to visually portray Identity, whether theirs or a group identity of their choice. As a class, we will look at several artists who have used identity as a central theme in their art practice. All students will respond to this in their own way by making a visual artwork/ or artworks. They will be mindful of their artwork's genre, how they interpret their idea and how best to expressive this in a visual way.

Statement of Inquiry

Statement of Inquiry:

We will look at why and how artists have made art to portray personal identity. We will respond to this by making our own version of an artwork to express our identity, whatever that means us.

Inquiry Questions:

 Who am I, how would I describe myself in place and time (here and now in Norway). By looking at other artists, how can I express this visually?: What colours, texts, artist do I most relate to? How, Why?

ATL

Communication

I. Communication skills

- Give and receive meaningful feedback
 - Use intercultural understanding to interpret communication
 - Interpret and use effectively modes of non-verbal communication
 - Organize and depict information logically
-

MYP Assessment Criteria

Knowledge and Skills

How can we study the living world? (6 weeks)

Authors: Sakhi Kochar, Luanne May Downs

Key & Related Concepts

Key Concepts

Systems

Related Concepts

-  Sciences
 - Balance
 - Interaction
 -  Arts
 - Composition
 - Presentation
-

Global context

Scientific and technical innovation

Exploration to Develop:
Systems, models, methods; products, processes and solutions
Adaptation, ingenuity and progress
The biological revolution

Conceptual Understanding

To compose an appropriate ecosystem taking into consideration the balance and interaction with the surroundings and present it in the form of a diorama.

Statement of Inquiry

Statement of Inquiry:

Scientists have developed methods and tools to understand and maintain the interactions that keep ecosystems in balance.

Inquiry Questions:

- F** : How can we study ecosystems?
 - F** : What makes u an ecosystem?
 - F** : What makes an ecosystem healthy?
 - C** : What can scientists and others do to understand ecosystems and what makes ecosystems healthy?
 - C** : How do scientific innovations and daily life innovations and daily life decisions help to keep ecosystems healthy?
 - D** : To what extent will scientific innovations be able to keep ecosystems healthy?
 - D** : To what extent can we and should we rely on scientific advancements to fix environmental damage that human activity has caused?
-

ATL

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
 - Identify strengths and weaknesses of personal learning strategies (self-assessment)
 - Demonstrate flexibility in the selection and use of learning strategies
 - Try new ATL skills and evaluate their effectiveness
-

- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?

Learning Experiences:

Students will observe different mesocosms and organize their information in the given T chart.

Students will prepare their own mesocosm using the steps of scientific method for their summative assessment.

Students will use the thinking routine generate, sort, connect and Elaborate to find characteristics of an ecosystem

Students will create a 3-2-1 bridge to understand the difference between a healthy and an unhealthy ecosystem

Students will brainstorm about a healthy mesocosm.

Thinking

IX. Creative thinking skills

- Apply existing knowledge to generate new ideas, products or processes
 - Practise visible thinking strategies and techniques
-

Research

VI. Information literacy skills

- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions

Learning Experiences:

Students will do an image search on the word sustainability and suggest what it means. They will share their ideas with the class.

Thinking

IX. Creative thinking skills

- Apply existing knowledge to generate new ideas, products or processes
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques

Learning Experiences:

Students will do an image search for sustainability.

Students will create I see, I think, I wonder for the word ecosystem.

Students will do an image search for biome.

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
 - Consider content
 - What did I learn about today?
 - What don't I yet understand?
-

- What questions do I have now?
- Keep a journal to record reflections

Learning Experiences:

Students will work on their planning for the mesocosm and will update their observations every week on padlet wall.

Students will generate, sort, elaborate and connect about ecosystems.

Students will do an image search for the types of ecosystems and make a list of the biotic and abiotic factors for the same.

MYP Assessment Criteria

Interdisciplinary:

- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting



Sciences:

- B: Inquiring and designing
- C: Processing and evaluating



Arts:

- A: Knowing and understanding
-

Knowledge and Skills

Students will find out what an ecosystem is and what interactions between living and non living things are necessary for balanced and healthy ecosystems. , Students will explore how people influence the balance and health of ecosystems through scientific innovations as well as through their daily actions and decisions. , Students will take action by designing and carrying out an experiment to test the effects of different factors on the health of an ecosystem.

Diorama construction / Van Gogh influenced painting (6 weeks)

Authors: Luanne May Downs

Conceptual Understanding

Arts

A: Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied

Communication

I. Communication skills

ATL

- Give and receive meaningful feedback
 - Use intercultural understanding to interpret communication
 - Use a variety of media to communicate with a range of audiences
 - Interpret and use effectively modes of non-verbal communication
 - Negotiate ideas and knowledge with peers and teachers
 - Read critically and for comprehension
 - Read a variety of sources for information and for pleasure
 - Make inferences and draw conclusions
 - Use and interpret a range of discipline-specific terms and symbols
 - Write for different purposes
 - Paraphrase accurately and concisely
 - Take effective notes in class
 - Make effective summary notes for studying
 - Use a variety of organizers for academic writing tasks
-

- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Thinking**VIII. Critical thinking skills**

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Interpret data
- Recognise and evaluate propositions
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Identify trends and forecast possibilities

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Make guesses, ask “what if” questions and generate testable hypotheses
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies

X. Transfer skills

- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Change the context of an inquiry to gain different perspectives

Social**Research**

MYP Assessment Criteria

**Arts:**

- B: Developing skills

Knowledge and Skills

Mathematics (MYP1)

Unit Title

Is fairness always equal?**(6 weeks)****Authors:** Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Form

Related Concepts

Mathematics

- Equivalence
- System

Global context

Fairness and development

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Making fair judgments is easier if we understand a variety of numeric systems and forms.

Inquiry Questions:

F : How do we express quantities?

C : Does order matter?

D : Is there really such a thing as multiplication?

MYP Assessment Criteria

Knowledge and Skills

How can we bring things together? (4 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

 Mathematics

- Pattern
- Simplification

Global context

Identities and relationships

Conceptual Understanding

Statement of Inquiry:

Identifying and using patterns and rules is the key to simplifying relationships, in life and and in algebra.

Inquiry Questions:

F : What is algebra?

F : What are like terms and how do we collect them?

F : How can I tell if terms are like or not?

F : What are algebraic products?

C : What are unlike terms and what do I do with them?

D : Why do we need to have common rules of communication?

Statement of Inquiry

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills

Should we cross the bridge or keep everything in balance? (4 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Logic

Related Concepts

 Mathematics

- Change
- Model

Global context

Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:

Unknowns and variables can be modelled and solved using algebraic logic, which can be expressed in different personal and cultural ways

Inquiry Questions:

Statement of Inquiry

F : How can we change equations with multiplication and division to solve them?

F : What happens when there is a more than one operation to "undo" to solve the equation?

C : What is the logic of the algebraic movements?

D : Are these methods better than or more complex than using common sense to solve a number problem?

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills

How can data help us save the world (6 weeks)**Authors:** Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

Mathematics

- Justification
- Representation

Global context

Globalization and sustainability

Conceptual Understanding

Statement of Inquiry:

Representing data visually helps to identify relationships that can justify global decisions

Inquiry Questions:

Statement of Inquiry

F : Where does data come from

C : What sort of stories can data tell us

D : Can data provide answers to global problems

MYP Assessment Criteria

A: Knowing and understanding, D: Applying mathematics in real-life contexts

Knowledge and Skills

How do we measure up? (6 weeks)**Authors:** Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Form

Related Concepts

Mathematics

- Measurement
- Space

Global context

Orientation in space and time

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Measurement is expressed in various forms to communicate the space around or within an object

Inquiry Questions:

- F** : What is the difference between area and perimeter?
- C** : How are circles different from polygons?
- D** : How do we define 'big'?
- F** : How can we represent size on paper

ATL

Communication

I. Communication skills

- Organize and depict information logically

Thinking

IX. Creative thinking skills

- Apply existing knowledge to generate new ideas, products or processes

Other

MYP Assessment Criteria

A: Knowing and understanding, C: Communicating

Knowledge and Skills

Students will find out: - how to convert between units of measurement in the metric system - how to draw diagrams to scale and interpret scale diagrams - when and how to calculate area and perimeter of polygons, circles and composite figures, and how to measure and classify angles between two-line segments. They will learn about the constant π (pi)

Individuals and societies (MYP1)

What does it mean to be a global citizen? (6 weeks (18 hours))

Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts

Global interaction

Related Concepts

-  Individuals and societies
- Choice
- Power

Global context

Globalization and sustainability

Exploration to Develop:
Human impact on the environment

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Global problem are a reality but individuals have power and choice to make a positive difference.

Inquiry Questions:

F : What are some of the issues facing the world? How have different environments been damaged by human action? What are some of the human rights issues facing children? What is the role of international organizations in tackling global issues? What are some

C : What is meant by the term 'human rights'?

D : Can individuals change the world, why or why not?

 **Individuals and societies**

B: Investigating

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the research process and results.

C: Communicating

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

ATL

Communication

I. Communication skills

- Use a variety of speaking techniques to communicate with a variety of audiences

Thinking

VIII. Critical thinking skills

- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations

MYP Assessment Criteria **B: Investigating, C: Communicating**

Knowledge and Skills

Find out about some of the major issues facing the world and some of the possible solutions. Explore how different environments are threatened by human actions and human rights issues affection people's lives. Take action by looking at the different ways individuals can make a positive difference to others.

Maps: A Sense of Time, Place and Space? (6 weeks (18 hours))

Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts

Time, place and space

Related Concepts

-  Individuals and societies
- Perspective

Global context

Orientation in space and time

Exploration to Develop:
Scale, duration, frequency and variability

Conceptual Understanding

Maps provide insights into time, place, and space and show how the world has changed over time, but they can be affected by different perspectives.

Statement of Inquiry

Statement of Inquiry:

Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives.

Inquiry Questions:

F : What are maps? What are the different types of maps? What are the different features of maps and how can we use them? How is height represented on a map?

C : How do maps help us to understand time, place and space?

D : Can we always trust maps?

- ATL
- Self-management**
 - V. Reflection skills**
 - Develop new skills, techniques and strategies for effective learning
 - Thinking**
 - IX. Creative thinking skills**
 - Create original works and ideas; use existing works and ideas in new ways

MYP Assessment Criteria **A: Knowing and understanding**

Knowledge and Skills

What can we learn from different civilizations? (6 weeks (18 hours))

Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts

Time, place and space

Related Concepts



Individuals and societies

- Innovation and revolution

Global context

Scientific and technical innovation

Exploration to Develop:
Adaptation, ingenuity and progress

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Civilizations have developed at different times and locations bringing about change and innovation that often influence how we view them today.

Inquiry Questions:

F : What were the achievements of the Sumerian and Egyptian civilizations? What were the major contributions of the Greek civilization? How did the Roman civilization change over time? What has been the legacy of the Roman civilization? What were the features

C : How can we find out about the past? What is a civilization? What factors led to the emergence and achievements of different civilizations?

D : Is it possible to ever know the past? Why or why not?

ATL



Individuals and societies

D: Thinking critically

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to give an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

Self-management

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Consider content

- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider ATL skills development
 - What can I already do?
 - How can I share my skills to help peers who need more practice?
 - What will I work on next?
- Consider personal learning strategies
 - What can I do to become a more efficient and effective learner?
 - How can I become more flexible in my choice of learning strategies?
 - What factors are important for helping me learn well?

Research

VI. Information literacy skills

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Present information in a variety of formats and platforms

Communication

Thinking

MYP Assessment Criteria **D: Thinking critically**

Knowledge and Skills

**Settlements and City Growth
(5 weeks (15 hours))**

Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts

Change

Related Concepts



Individuals and societies

- Processes
 - Sustainability
-

Global context

Identities and relationships

Conceptual Understanding

Statement of Inquiry:

Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location.

Statement of Inquiry

Inquiry Questions:

- F** : What are the different types of settlements? What makes a good location for a settlement? What is meant by urbanization? Why are some settlements abandoned?
 - C** : How do settlements change over time? How can settlements be more sustainable?
 - D** : Are cities the future? Why or why not?
-

ATL

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
 - Draw reasonable conclusions and generalizations
-

MYP Assessment Criteria **A: Knowing and understanding**

Belief Systems**(6 weeks (18 hours))****Authors:** Kelsey Richardson

Key & Related Concepts

Key Concepts

Systems

Related Concepts

Individuals and societies

- Identity

Global context

Personal and cultural expression*Exploration to Develop:*

Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

Statement of Inquiry:

Belief systems provide guidance to people in different ways and can shape personal identity and culture.

Statement of Inquiry

Inquiry Questions:

F : What are the beliefs of the major world religions? What is indigenous belief? What examples are there of non-religious belief?

C : How does belief change over time? How can identity be shaped by personal belief?

D : To what extent does belief cloud or clarify our judgement? Is it possible to believe in nothing? Why or why not?

ATL

MYP Assessment Criteria

D: Thinking critically

Knowledge and Skills

Developing Societies**(6 weeks (18 hours))****Authors:** Kelsey Richardson

Key & Related Concepts

Key Concepts

Global interaction

Related Concepts

Individuals and societies

- Equity
- Resources

Global context

Fairness and development*Exploration to Develop:*Inequality, difference and inclusion
Power and privilege

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent of global interactions.

Inquiry Questions:

F : What is poverty? What is development and how do we measure it? How can resources help to reduce extreme poverty? What is aid?

C : What factors influence the development of a country?

D : What do we need? Is there a connection between health and wealth? Explain your answers.

MYP Assessment Criteria

Knowledge and Skills

Sciences (MYP1)

Unit Title

What do the scientists do?

(6 weeks (18 hours))

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

Sciences

- Evidence

Global context

Identities and relationships

Conceptual Understanding

Scientists gather a number of evidences to work on the cause and effect relationship in their research questions.

Statement of Inquiry

Statement of Inquiry:

To be a scientist means to gather evidence about similarity and difference in nature to understand how things are related.

Inquiry Questions:

F : How do scientists behave?

C : How are scientific theories made?

D : Can science tell us everything we need to know? Why

F : What is an experiment?

ATL

Social**II. Collaboration skills**

- Take responsibility for one's own actions

Learning Experiences:

Students will create a pamphlet/ brochure for lab safety rules

Research**VI. Information literacy skills**

- Access information to be informed and inform others

VII. Media literacy skills

- Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Learning Experiences:

Individually the students will represent what a scientist looks like. They will identify any similarities between the drawn pictures. Thereafter they will summarize what does the class think about how a scientist looks like.

The students will individually research and find out a scientist who is like them in one or the other way. They will find out about their work and present their research in one of the following ways: a monologue/ a poster / or a presentation.

Thinking

VIII. Critical thinking skills

- Gather and organize relevant information to formulate an argument
- Formulate factual, topical, conceptual and debatable questions

Learning Experiences:

Critical Thinking skills: Students will get opportunities throughout the inquiry to formulate questions. They will also organize the relevant information to formulate an argument. They will be working on creating scientific questions.

Students will be organizing the variables into dependent, independent and controlled variables into the different columns.

MYP Assessment Criteria

Knowledge and Skills

As a pre assessment the students will list all the scientists and their work that they have heard about. Then they will brainstorm how a scientist looks like. They will draw the pictures of a scientist and identify any similarities between the pictures they have drawn. They will create mind map for the same and discuss with each other to add on the list of characteristics of a scientist. We will unpack the scientific process by watching some videos about ferrofluids and oobleck. Thereafter creating Y charts of I see- I think. I wonder to record their observation. To experience the scientific process each student will get one of the following experiments to explore: 1. Dipping egg in the vinegar for more than 24 hours 2. Mixing salt, sugar, zero sugar and sugar cubes to which what dissolves faster than the others 3. Dipping marbles in liquids of different consistencies (hand soap, dishwashing soap, jif, water, vinegar and vegetable oil) to observe the difference in the speed. 4. Mixing corn starch and water to make oobleck 5. Putting oil on water to try to dip different objects in it 6. Mixing vinegar with milk to see how it changes Students will be introduced to the steps and explored the first level scientific vocabulary related to the scientific process They will then research about various scientists who are similar to them in some way or the other. Students will be creating big and small questions. This will help them to think to enquire and work towards how a scientific process starts from a single question. They will be using the school kitchen, nature and home environment to create these questions. The students will be researching the nature around to support the scientific process Experiment machine: They will be exploring various situations to understand different types of variables. Variables: Students will be working further on type of variables in an experiment. (Dependent, Independent and Controlled variable) Science Lab: Students will be exploring what are the necessary rules needed to be followed in a science lab. Environmental Impact: Students will be thinking about the environmental impact of experiments. Students will be getting lots of opportunities in various experiments to identify different kinds of variables involved. Students will be visiting Teknisk Museum. With the following perspective: Teknisk museum has been talking to the students about how experiments, observations and calculations formed the scientific basis for northern lights. They visit the exhibitions Instrument Awareness of Science and the New Aurora Polaris: When the Northern Light became understandable. In what way can particles from the sun create northern lights? Students will work on the presentation for the experiment process and present it in the school assembly while they are dressed up like scientists. Through out the unit, the

students will be working on the padlet so that the unit is interactive and students are working collaboratively on their unit.

What changes? (7 weeks)

Authors: Sakhi Kochar

Key & Related Concepts	Key Concepts Change	Related Concepts  Sciences <ul style="list-style-type: none"> • Form • Transformation
Global context	Fairness and development <i>Exploration to Develop:</i> Imagining a hopeful future	
Conceptual Understanding	How materials can be changed and transformed from one form to another.	
Statement of Inquiry	<p>Statement of Inquiry:</p> <p>Science enables us to change the form of matter into useful materials that can make the world a better place.</p> <p>Inquiry Questions:</p> <p>F : What are things made from?</p> <p>F : How do we classify materials?</p> <p>F : What changes we observe everyday?</p> <p>F : How do physical changes happen?</p> <p>F : How do chemical changes happen?</p> <p>C : How do physical and chemical changes help us to manipulate materials?</p> <p>C : What does purity mean in science?</p> <p>D : What prevents us from giving access to pure water to everyone`?</p>	
ATL	<p>Research</p> <p>VI. Information literacy skills</p> <ul style="list-style-type: none"> • Access information to be informed and inform others <p>Thinking</p> <p>VIII. Critical thinking skills</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognise problems • Gather and organize relevant information to formulate an argument • Draw reasonable conclusions and generalizations • Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding <p>IX. Creative thinking skills</p> <ul style="list-style-type: none"> • Create novel solutions to authentic problems • Make guesses, ask “what if” questions and generate testable hypotheses <p>X. Transfer skills</p> <ul style="list-style-type: none"> • Apply skills and knowledge in unfamiliar situations <p>Learning Experiences:</p> <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> - Mystery bag to recognize materials and categorize them - Making Changes 	

- Physical Properties of states of matter
- Carefully observing substances that change state from one form to another

Creative Thinking skills:

Using the choco drink experiment to outline the process of answering the inquiry question

- Generating testable hypothesis for the fizzy drinks
- Design a water purifier for the areas where there is no clean water to drink

Transfer skills:

Interpreting the water cycle diagram

MYP Assessment Criteria **A: Knowing and understanding, D: Reflecting on the impacts of science**

Knowledge and Skills

Students will develop factual knowledge about what are things made from and different ways to classify them. They will also gain knowledge about the physical and chemical changes that we observe in our daily lives and how do these changes happen? Students will gain conceptual knowledge about how these physical and chemical changes help us to manipulate materials.

**What makes changes happen?
(7 weeks)**

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Change

Related Concepts

 Sciences
• Energy

Global context

Globalization and sustainability

Exploration to Develop:
Human impact on the environment

Conceptual Understanding

Energy exists in many forms and can be changed from one form to another.

Statement of Inquiry

Statement of Inquiry:

Through controlling energy we can make changes happen that have an impact on the way people live now and in the future.

Inquiry Questions:

F : What types of energy are there?

F : How can we classify energy?

F : How can we measure energy?

F : How can we control energy?

F : How can we use energy efficiently?

C : How might our use of energy effect people's lives now, and in the future?

D : Can individuals act to reduce energy consumption?

D : Is there enough energy to go around?

Communication

I. Communication skills

- Negotiate ideas and knowledge with peers and teachers

Learning Experiences:

Communication Skills: Students will explore different types of energies

Social

II. Collaboration skills

- Listen actively to other perspectives and ideas

Learning Experiences:

Collaboration Skills: students will listen to other's perspectives while exploring types of energy

Research

VI. Information literacy skills

- Use critical literacy skills to analyse and interpret media communications

Learning Experiences:

Students will reflect on the impacts of energy

ATL

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Interpret data
- Test generalizations and conclusions

X. Transfer skills

- Apply skills and knowledge in unfamiliar situations

Learning Experiences:

Critical Thinking skills: Students will practise observing carefully the types of energy around us

They will reflect on the impacts of energy

Students will do energy match in various forms

Students will interpret the given data on energy transfers

Students will make scientific judgements about the heat transfer processes

MYP Assessment Criteria

B: Inquiring and designing, D: Reflecting on the impacts of science

Knowledge and Skills

Students will find out how energy is changed, how is it measured and how it can be controlled. They will explore different ways to change energy, temperature scales and ways to reduce energy loss. They will find ways to use energy sustainability with minimum impact on global climate.

**How do living things work?
(7 weeks)**

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Relationships

Related Concepts



Sciences

- Form
- Function

Globalization and sustainability

Global context

Exploration to Develop:
Consumption, conservation, natural resources and public goods

Conceptual Understanding

There is a relationship between the needs and characteristics (form & function) of living things

Statement of Inquiry

Statement of Inquiry:

By understanding the relationship between the necessities of life and the specialised forms and functions of living things, we can make decisions and take actions for healthier and more sustainable lifestyles.

Inquiry Questions:

- F** : What are characteristics of living things? Are all living things different?
 - F** : What are necessities of life?
 - F** : What are specialised forms & functions of living things?
 - C** : How can we use our understanding of the characteristics, needs, forms and functions of living things to make healthier and more sustainable decisions & actions?
 - C** : How are our decisions and actions limited by needs, forms and functions of living things?
 - D** : To what extent should we take decisions and actions that benefit some human lives but have a negative effect on other living things?
-

Thinking

VIII. Critical thinking skills

- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence

Learning Experiences:

Students will research about characteristics of living things and organize their information as a mind map

Students will research about needs of living things and organize their information as a mind map

Where form matches the function: The students will use the given information to see the connection between form and function in the give table about specialised structures in plants and animals.

ATL

Research

VII. Media literacy skills

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Learning Experiences:

Students will work on the five living kingdoms and research to explain characteristic of each living kingdom

Communication

I. Communication skills

- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Organize and depict information logically

Learning Experiences:

Students will read the dialogue about the cell structure focussing on form and function of each organelle and they will organise the information to infer relationship between form and function.

MYP Assessment Criteria A: Knowing and understanding

Knowledge and Skills

Students will find out about characteristics and needs of all the living organisms share and which are the specialised for different types of organisms. Students will explore the relationship between the specialised forms and functions of living things and where and how they live. Students must be able to take action about eating healthy by growing food of their own.

How can we study the living world? (6 weeks)

Authors: Sakhi Kochar, Luanne May Downs

Key & Related Concepts

Key Concepts

Systems

Related Concepts



Sciences

- Balance
- Interaction



Arts

- Composition
- Presentation

Global context

Scientific and technical innovation

Exploration to Develop:

Systems, models, methods; products, processes and solutions
Adaptation, ingenuity and progress
The biological revolution

Conceptual Understanding

To compose an appropriate ecosystem taking into consideration the balance and interaction with the surroundings and present it in the form of a diorama.

Statement of Inquiry

Statement of Inquiry:

Scientists have developed methods and tools to understand and maintain the interactions that keep ecosystems in balance.

Inquiry Questions:

F : How can we study ecosystems?

F : What makes u an ecosystem?

F : What makes an ecosystem healthy?

C : What can scientists and others do to understand ecosystems and what makes ecosystems healthy?

C : How do scientific innovations and daily life innovations and daily life decisions help to keep ecosystems healthy?

D : To what extent will scientific innovations be able to keep ecosystems healthy?

D : To what extent can we and should we rely on scientific advancements to fix environmental damage that human activity has caused?

ATL

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?

Learning Experiences:

Students will observe different mesocosms and organize their information in the given T chart.

Students will prepare their own mesocosm using the steps of scientific method for their summative assessment.

Students will use the thinking routine generate, sort, connect and Elaborate to find characteristics of an ecosystem

Students will create a 3-2-1 bridge to understand the difference between a healthy and an unhealthy ecosystem

Students will brainstorm about a healthy mesocosm.

Thinking

IX. Creative thinking skills

- Apply existing knowledge to generate new ideas, products or processes
- Practise visible thinking strategies and techniques

Research

VI. Information literacy skills

- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions

Learning Experiences:

Students will do an image search on the word sustainability and suggest what it means. They will share their ideas with the class.

Thinking

IX. Creative thinking skills

- Apply existing knowledge to generate new ideas, products or processes
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques

Learning Experiences:

Students will do an image search for sustainability.

Students will create I see, I think, I wonder for the word ecosystem.

Students will do an image search for biome.

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?
- Keep a journal to record reflections

Learning Experiences:

Students will work on their planning for the mesocosm and will update their observations every week on padlet wall.

Students will generate, sort, elaborate and connect about ecosystems.

Students will do an image search for the types of ecosystems and make a list of the biotic and abiotic factors for the same.

MYP Assessment Criteria

Interdisciplinary:

- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting



Sciences:

- B: Inquiring and designing
- C: Processing and evaluating



Arts:

- A: Knowing and understanding

Knowledge and Skills

Students will find out what an ecosystem is and what interactions between living and non living things are necessary for balanced and healthy ecosystems. , Students will explore how people influence the balance and health of ecosystems through scientific innovations as well as through their daily actions and decisions. , Students will take action by designing and carrying out an experiment to test the effects of different factors on the health of an ecosystem.

Where do we fit into the world? (5 weeks)

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Systems

Related Concepts



Sciences

- Environment
- Models

Global context

Orientation in space and time

Exploration to Develop:
Evolution, constraints and adaptation

Conceptual Understanding The systems on earth have an impact on the life on earth.

Statement of Inquiry:

We have learnt about our place in the systems that affect life on earth through looking beyond into space and making models.

Inquiry Questions:

F : What is Solar system?

F : Where is the Earth?

Statement of Inquiry **F** : What is the structure of our planet?

C : How do different systems of the earth affect each other?

C : How do models help us to understand the Earth's systems?

C : How does knowledge from space exploration help us to improve our models of Earth's systems?

D : To what extent does looking into space help us to improve our models of Earth's systems?

Research

VI. Information literacy skills

- Access information to be informed and inform others
- Make connections between various sources of information
- Process data and report results
- Understand and use technology systems

Learning Experiences:

The students will work on the sky in an app and using an application they will identify the locations of a constellation, planet and the moon.

The students will research to describe the properties of the different objects in the space. They will fill in the needed information in the tabular form.

The students will work on the visual organizers to see the connections between different spheres of the earth.

The students will work on information about properties of parts of the earth and will organize them into tabular form.

The students will research about convergent and divergent boundaries and will update their findings.

ATL

Thinking

VIII. Critical thinking skills

- Gather and organize relevant information to formulate an argument
- Use models and simulations to explore complex systems and issues

Learning Experiences:

The students will work on the visual organizers to see the connections between different spheres of the earth.

The students will work in groups to explore the structure of the earth through various models.

The students will work on information about properties of parts of the earth and will organize them into tabular form.

The students will look at structure of different types of rocks by creating a model of the same using the chocolate.

Communication

I. Communication skills

- Use a variety of media to communicate with a range of audiences

Learning Experiences:

The students will work on their assessment, taking action in space in pairs!

Self-management

III. Organization skills

- Select and use technology effectively and productively

Learning Experiences:

The students will work on their assessment, taking action in space in pairs!

Social

II. Collaboration skills

- Delegate and share responsibility for decision-making

Learning Experiences:

The students will work on their assessment, taking action in space in pairs!

MYP Assessment Criteria

D: Reflecting on the impacts of science

Knowledge and Skills

English (MYP1)

How can I connect with others?

(6 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Connections

Related Concepts

 Language acquisition: Phases 1-2

- Context
- Message

Global context

Identities and relationships

Exploration to Develop:

Competition and cooperation; teams, affiliation and leadership
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Connection with others is an vital aspect of humans' life. Messages usually help us to express ourselves and demonstrate our identities.

Statement of Inquiry:

The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.

Inquiry Questions:

Statement of Inquiry

F The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.: What personality traits do you possess?

C The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.: What is friendship? Are you a good friend?

D The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.: Can very different people be friends?

Communication

I. Communication skills

ATL

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Preview and skim texts to build understanding
- Make effective summary notes for studying

Learning Experiences:

Students will read text Friends or Acquaintances critically and for comprehension, will write for different purposes.

MYP Assessment Criteria

B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills

Students will find out why good friends are important and they will explore personality characteristics and how we are the same but also different. Students will identify and foster positive friendships.

Where would we be without family? (6 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Connections

Other

Global context

Identities and relationships

Exploration to Develop:

Competition and cooperation; teams, affiliation and leadership

Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Families help us to understand our place in groups and connect to our communities and the world. The purposes of the family are shaping our identities and relationships with others.

Statement of Inquiry

Statement of Inquiry:

Our personal and extended family connections give meaning and a sense of purpose to our unique identities and relations.

Inquiry Questions:

F : What is a family?

C : What makes a family?

D : Why is family important?

Communication

I. Communication skills

- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying

Learning Experiences:

They will read comprehension texts, write for multiple purposes, and use visual aids to develop their skills.

ATL

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text

Knowledge and Skills

They will find out about families in the past, present, and future. They will be exploring what being part of a family means.

Eat to live, or live to eat?
(6 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Culture

Global context

Personal and cultural expression

Exploration to Develop:
Products, systems and institutions

Conceptual Understanding

We have complex and exciting relationship with food. it is important to know where our food comes from and how it is processed. It is vital to know that food provides for personal and cultural expression and shapes our identities as well.

Statement of Inquiry

Statement of Inquiry:

Choices we make about what we eat are influenced by our culture and the context in which we live and might send messages about who we are.

Inquiry Questions:

F : Where does our food come from?

C : What does the food we eat tell us about who we are?

D : Can we feed the world?

ATL

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Interpret and use effectively modes of non-verbal communication

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying

Other

MYP Assessment Criteria

A: Comprehending spoken and visual text, D: Using language in spoken and/or written form

Knowledge and Skills

The students will find out where our food comes from and how it is produced. They will explore how food is eaten and enjoyed around the world.

**How can we find our way?
(6 weeks (24 hours))**

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Connections

Related Concepts

- ▣ Language acquisition: Phases 1-2
 - Context

Global context

Orientation in space and time

Exploration to Develop:
Natural and human landscapes and resources

Conceptual Understanding

We need the skills and knowledge in order to find our way back home if we were get lost and have a better understanding of our orientation in space and time. We also need knowledge to offer advice to others and help them stay safe and find their way back.

Statement of Inquiry

Statement of Inquiry:

Exploration allows us to better understand our orientations in space and time and make connections to others through experiencing the context of their lives.

Inquiry Questions:

- F** : What do we need to know in order to find our way?
- C** : How can we find the way if we get lost?
- D** : Is getting lost always such a bad thing?

ATL

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Collaborate with peers and experts using a variety of digital environments and media
- Read a variety of sources for information and for pleasure
- Write for different purposes

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Evaluate and manage risk

MYP Assessment Criteria

A: Comprehending spoken and visual text, C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills Creative thinking skills will be used to respond to the statement of inquiry.

What would life be like in a world without letters?

(6 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Relationships

Global context

Identities and relationships

Exploration to Develop:

Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Personal and cultural expression

Conceptual Understanding

The importance of letter writing as a tool for communication and celebrated its value as a means for preserving history, culture and relationship.

Statement of Inquiry

Statement of Inquiry:

A carefully written letter can communicate a message to an audience that can help strengthen our identities and relationships.

Inquiry Questions:

F : Why do we write letters?

F : Why are letters important?

D : In an age of digital communication, is the art of letter writing at risk of dying out?

ATL

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Write for different purposes

MYP Assessment Criteria

B: Comprehending written and visual text

Knowledge and Skills

They find out how to write letters for different purposes and how letter writing has changed over the time.

ASDF (1 week)

Authors: Kamil Koc

Key & Related Concepts

Key Concepts

Aesthetics

Perspective

Related Concepts



Individuals and societies

- Globalization

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

aaa

Inquiry Questions:**F** : aaa**C** : aaa**D** : aaa

MYP Assessment Criteria

Knowledge and Skills

What is poetry?**(5 weeks (24 hours))****Authors:** Ismail Dikbas

Key & Related Concepts

Key Concepts

Connections

Creativity

Related Concepts Language and literature

- Audience imperatives
- Style

Global context

Personal and cultural expression*Exploration to Develop:*

Artistry, craft, creation, beauty

Products, systems and institutions

Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Statement of Inquiry

Statement of Inquiry:

Poetry is a unique creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Inquiry Questions:**F** : What is a poem?**C** : How can we use poetry to express our feelings, thoughts and ideas?**D** : Why does the poetry matter?

ATL

Communication**I. Communication skills**

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Write for different purposes

MYP Assessment Criteria

Interdisciplinary:

- D: Reflecting

 **Language acquisition:**

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

 **Language and literature:**

Unit Title

- C: Producing text

Knowledge and Skills

Students will find out what poetry is and how to write our own poems and how can we use poetry as a way to express ourselves.

Norwegian (MYP1)

Unit Title

Is seeing always believing? (6 weeks)

Authors: Kamil Koc

Key & Related Concepts

Key Concepts

Communication

Related Concepts

 Language and literature

- Genres
 - Purpose
-

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Through communication directors create film to position audiences to respond in a particular way

Inquiry Questions:

- F** : What is a documentary?
 - C** : How real is the reality in a documentary?
 - D** : Are ethical issues central to documentary film-making?
-

MYP Assessment Criteria

Knowledge and Skills

Myths and legends: A mirror of reality? (5 weeks (15 hours))

Authors: Niket Sharma, Kamil Koc

Key & Related Concepts

Key Concepts

Identity

Relationships

Related Concepts

 Language and literature

- Context
 - Genres
 - Purpose
-

Global context

Identities and relationships

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behaviour and individual and cultural identities.

Inquiry Questions:

- F** Factual : What are myths and legends?
-

- C** Conceptual:: Can sharing myths and legends help preserve our individual and cultural identities?
 - D** Debatable:: Do the same myths exist in all countries?
-

MYP Assessment Criteria

Knowledge and Skills

Do you believe in magic?
(6 weeks)

Authors: Niket Sharma

Key & Related Concepts

Key Concepts

Creativity

Related Concepts

-  Language and literature
 - Character
 - Genres
 - Setting
 - Theme
-

Global context

Personal and cultural expression

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Inquiry Questions:

- F** Factual:: What is fantasy? How can you identify a fantasy story? How is fantasy different from other genres?
 - C** Conceptual:: What does fantastic fiction reveal about the human imagination? Can we use fantasy to escape? How does life in the fantasy world help us learn about the real world?
 - D** Debatable:: Why do we create? What does the fantastic fiction reveal about the human imagination?
-

MYP Assessment Criteria

C: Producing text, D: Using language

Knowledge and Skills

Global Warming (3 weeks)

Authors: Kamil Koc

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

Do Advertisements run the world?
(6 weeks)

Authors: Niket Sharma

Key & Related Concepts

Key Concepts

Related Concepts

-  Language and literature
-

Communication

- Audience imperatives
- Purpose
- Style

Global context

Globalization and sustainability

Conceptual Understanding

Advertisements share a common purpose, but through making certain linguistic and stylistic choice, writers can communicate ideas and tailor their messages to appeal to specific audiences on a global scale.

Statement of Inquiry

Statement of Inquiry:**Inquiry Questions:**

F Fact:: Are there different types of adverts? What is an advertisement?

C Concept:: What can we learn about people and society through adverts? How has advertising changed over time? What is the purpose of advertising? How do advertisers use language to appeal to certain audiences?

D Debate:: Can advertising be dangerous? Does advertising influence the way we think?

 **Language and literature**

A: Analysing

- identify and explain the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- interpret similarities and differences in features within and between genres and texts.

B: Organizing

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Communication**I. Communication skills**

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Share ideas with multiple audiences using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically

ATL

Social**II. Collaboration skills**

- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas

- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively

IV. Affective skills

- Mindfulness
 - Practise focus and concentration
 - Practise strategies to develop mental focus
 - Practise strategies to overcome distractions
 - Practise being aware of body–mind connections
- Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
- Emotional management
 - Practise strategies to overcome impulsiveness and anger
 - Practise strategies to prevent and eliminate bullying
 - Practise strategies to reduce stress and anxiety
- Self-motivation
 - Practise analysing and attributing causes for failure
 - Practise managing self-talk
 - Practise positive thinking
- Resilience
 - Practise “bouncing back” after adversity, mistakes and failures
 - Practise “failing well”
 - Practise dealing with disappointment and unmet expectations
 - Practise dealing with change

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Demonstrate flexibility in the selection and use of learning strategies
- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?
- Consider personal learning strategies
 - What can I do to become a more efficient and effective learner?
 - How can I become more flexible in my choice of learning strategies?
 - What factors are important for helping me learn well?

Research

VI. Information literacy skills

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Present information in a variety of formats and platforms
- Understand and use technology systems
- Understand and implement intellectual property rights

VII. Media literacy skills

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
 - Make informed choices about personal viewing experiences
-

- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Compare, contrast and draw connections among (multi)media resources

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Interpret data
- Recognise and evaluate propositions
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Consider ideas from multiple perspectives
- Identify obstacles and challenges

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make guesses, ask “what if” questions and generate testable hypotheses
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Generate metaphors and analogies

X. Transfer skills

- Utilize effective learning strategies in subject groups and disciplines
 - Apply skills and knowledge in unfamiliar situations
 - Compare conceptual understanding across multiple subject groups and disciplines
 - Make connections between subject groups and disciplines
 - Combine knowledge, understanding and skills to create products or solutions
 - Transfer current knowledge to learning of new technologies
-

MYP Assessment Criteria

Knowledge and Skills

What is poetry?

(5 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

- Connections
- Creativity

Related Concepts

-  Language and literature
 - Audience imperatives
 - Style
-

Global context

Personal and cultural expression

Exploration to Develop:

Artistry, craft, creation, beauty

Products, systems and institutions

Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Statement of Inquiry

Statement of Inquiry:

Poetry is a unique creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Inquiry Questions:

- F** : What is a poem?
- C** : How can we use poetry to express our feelings, thoughts and ideas?
- D** : Why does the poetry matter?

ATL

Communication

I. Communication skills

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Write for different purposes

MYP Assessment Criteria

Interdisciplinary:

- D: Reflecting

 **Language acquisition:**

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

 **Language and literature:**

- C: Producing text

Knowledge and Skills

Students will find out what poetry is and how to write our own poems and how can we use poetry as a way to express ourselves.

Music (MYP1)

**Introduction to Classroom Music
(9 weeks (18 hours))**

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Aesthetics

Related Concepts

 Arts

- Audience
- Expression
- Play

Global context

Personal and cultural expression

Exploration to Develop:
Artistry, craft, creation, beauty

Conceptual Understanding

We can understand the aesthetics of music by being an audience, or by expressing ourselves by playing music.

Statement of Inquiry

Statement of Inquiry:

The students will explore the aesthetics of music through singing, playing instruments, music theory, history, analysis, and appreciation. Students will study the use of media and technology in music. They will discuss the elements of rhythm, pitch and harmony in musical notation. Students will gain an understanding of how the expression of music is a product of, and an influencer of, the culture in which it is made.

Inquiry Questions:

- C** Theory: What is pitch, rhythm, harmony, and metre?
- F** Performance: How can we play ukulele to perform various songs?
- D** Listening/Analysis: What is a "good" song? What makes it good?
- C** Composition: How can we compose scores graphically so that they make sense to a performer?

MYP Assessment Criteria

Knowledge and Skills

Students will use research, critical thinking, observation, and performance skills in this unit to address the statement of inquiry.

A Handmade Ensemble**(9 weeks (14 hours))****Authors:** Christina Hopgood

Key & Related Concepts

Key Concepts

Form

Related Concepts Arts

- Innovation
- Role

Global context

Personal and cultural expression

Exploration to Develop:
Products, systems and institutions

Conceptual Understanding

Innovative musical instruments can be created with different forms and have different roles in ensembles.

Statement of Inquiry

Statement of Inquiry:

We can research musical instrument design and create our own innovative musical instruments to use in expressive ways in ensembles.

Inquiry Questions:

- C** Instrument categorisation: How can we categorise instruments in different meaningful ways?
- D** Instrument roles: What are the roles of different instruments in ensembles, and how do different ensemble make-ups change the ensemble?
- F** Instrument design: How can we make various instruments (e.g. harmonica, kazoo, box guitar)?

MYP Assessment Criteria

Knowledge and Skills

Pulse, rhythm, and metre**(7 weeks (21 hours))****Authors:** Christina Hopgood

Key & Related Concepts

Key Concepts

Form

Related Concepts Arts

- Composition
- Expression

Global context **Personal and cultural expression**
Expressing ourselves through music requires a grasp of rhythm, pulse and metre.

Conceptual Understanding form composition expression structure
Rhythm, pulse and metre are important markers of musical form and structure; students will learn how to express rhythm, pulse and metre in compositions.

Statement of Inquiry

Statement of Inquiry:
Music needs rhythm, pulse and metre to hold together its other elements.

Inquiry Questions:

- F** Rhythm: What is rhythm? How do we notate and count rhythm?
- C** Pulse: What is pulse? How is it different from rhythm and metre?
- D** Metre: What is metre? Is it the same as pulse?
- D** Applying rhythm with percussion: What is proper percussion technique?
- F** Applying rhythm with percussion: What are the 40 rudiments and how do they help to play percussion?
- C** Metre, pulse and rhythm in diverse musical cultures: How do different cultures express pulse, metre and rhythm?

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use and interpret a range of discipline-specific terms and symbols

Learning Experiences:

We will play rhythms together as a class and then discuss if things went wrong, and how we can fix it.

Using and interpreting a range of discipline-specific terms and symbols: music notation is discipline-specific language which is a skill to read. Students will build on their rhythm reading skills by adding new rhythms. We will use my "fruit salad" rhythm reading approach.

ATL **Social**

II. Collaboration skills

- Help others to succeed

Learning Experiences:

We will practice in groups. I will pair more advanced students with less advanced students so that they can help each other to play accurately and consistently.

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines

Learning Experiences:

Students will need to actually practice at home in order to play well in the assessment task. This requires planning and motivation to meet the deadline.

MYP Assessment Criteria **B: Developing skills**

Knowledge and Skills Skills: rudiments, ability to count rhythms in various metres, ability to play a rhythmic piece at a set tempo., Music notation reading skills Rhythm performing skills Rhythm counting skills Basic percussion skills (stick grip, playing technique)

Warm-ups with music
(3 weeks (5 hours))
Authors: Christina Hopgood

Key & Related Concepts

Key Concepts
Connections

Related Concepts
 Arts
• Structure
 Physical and health education
• Movement

Conceptual Understanding The structure of a musical piece can have connections with physical movement.

Statement of Inquiry

Statement of Inquiry:

What is appropriate music to choose when designing a warm-up for the whole body?

Inquiry Questions:

D Choice of music: Does different music inspire us to move in different ways?

F Warm-ups: How can we warm up our whole body in a short session?

ATL

Communication

I. Communication skills

- Use a variety of media to communicate with a range of audiences
- Read critically and for comprehension

Learning Experiences:

Students will fill out the WebQuest answers using the computer lab to find the answers.

Social

II. Collaboration skills

- Delegate and share responsibility for decision-making
- Build consensus

Learning Experiences:

Students worked in groups for their assessments.

Self-management

III. Organization skills

- Create plans to prepare for summative assessments (examinations and performances)

Learning Experiences:

Students had to practice their warm-ups and coordinate with their music outside of class time.

MYP Assessment Criteria

Interdisciplinary:

- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

 **Arts:**

- A: Knowing and understanding
 - C: Thinking creatively
-

Knowledge and Skills

Knowledge and skills: Song choice and curation, and ability to justify choices.

Unit Title

Music, Technology, and Media
(8 weeks (9 hours))

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Communication

Related Concepts

 Arts

- Composition
-

Global context

Scientific and technical innovation

Exploration to Develop:

Digital life, virtual environments and the Information Age

Conceptual Understanding

Technology allows us to communicate and compose music.

Statement of Inquiry

Statement of Inquiry:

Technology is a powerful tool for innovation in music.

Inquiry Questions:

F Recording and Playback: What are the innovations in music playback and recording?

D Technology: Does music technology help musicians or replace them?

MYP Assessment Criteria

Knowledge and Skills

A Crash Course in Music History
(4 weeks (6 hours))

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Change

Culture

Related Concepts

 Arts

- Genre
-

Global context

Orientation in space and time

Exploration to Develop:

Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Conceptual Understanding

Genres throughout music history are reflections of change in the world and culture.

Statement of Inquiry

Statement of Inquiry:

This unit is a crash course in music history; how Western Art music has developed since the Middle Ages.

Inquiry Questions:

D Medieval music: What was rhythm like in medieval music?

C Renaissance music: How did harmony change in the renaissance period?

F Baroque and classical music: How can you tell baroque and classical music apart?

MYP Assessment Criteria

Unit Title

Knowledge and Skills Research skills; critical listening skills; explaining skills.

Humanities (MYP1)

Unit Title

Globalization (1 week (4 hours))

Authors: Kamil Koc

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

Global Warming (3 weeks)

Authors: Kamil Koc

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

ASDF (1 week)

Authors: Kamil Koc

Key & Related Concepts

Key Concepts

Aesthetics

Perspective

Related Concepts



Individuals and societies

- Globalization

Conceptual Understanding

Statement of Inquiry:

aaa

Inquiry Questions:

F : aaa

C : aaa

D : aaa

Statement of Inquiry

MYP Assessment Criteria

Knowledge and Skills

Digital Design (MYP1)

Unit Title

Communicating with the Web (10 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Communication

Related Concepts

 Design
• Form

Global context

Personal and cultural expression

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

The type of creativity that can be expressed depends on the form of communication. tmy

Inquiry Questions:

F : What is HTML

F : What is CSS

C : How does HTML and CSS work together

D : Is only HTML and CSS sufficient to create a modern web page

MYP Assessment Criteria

Knowledge and Skills

Physical and health education (MYP2)

Unit Title

Team sport (6 weeks (12 hours))

Authors: Marlieke Husslage

Key & Related Concepts

Key Concepts

Communication

Related Concepts

 Physical and health education
• Interaction
• Space

Global context

Scientific and technical innovation

Conceptual Understanding

How do we communicate and use movement tactics within group games.

Statement of Inquiry

Statement of Inquiry:

Through verbal, non-verbal, body language and modern training tools team members achieve their goals.

Inquiry Questions:

F : What are the soccer rules?

C : Should the communication between players and referees change? If yes, how?

D : Should video referee be used in soccer? Why, why not?

ATL	<p>Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback <p>Research</p> <p>VI. Information literacy skills</p> <ul style="list-style-type: none"> • Access information to be informed and inform others <p>VII. Media literacy skills</p> <ul style="list-style-type: none"> • Understand the impact of media representations and modes of presentation
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MYP Assessment Criteria **A: Knowing and understanding**

Knowledge and Skills	<p>Topic: team sports Sub topic: 1. Introduction to the team sports 2. The general rules of soccer 3. The role of referees 4. The role of captains 5. First aid in team sports Skill based: Learning the role of referee and the role of captain. Soccer related skills such as dribble, shoot, attack and defense.</p>
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Gymnastics - Performance
(10 weeks (20 hours))

Authors: Marlieke Huslage, Kamil Koc

Key & Related Concepts	<p>Key Concepts</p> <p>Change</p>	<p>Related Concepts</p> <p> Physical and health education</p> <ul style="list-style-type: none"> • Choice • Movement
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Global context **Personal and cultural expression**

Conceptual Understanding	Choices we make, lead to different movements and expressions.
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Statement of Inquiry	<p>Statement of Inquiry:</p> <p>Our beliefs and the choices we make, will lead to different movements and ways we express ourselves.</p> <p>Inquiry Questions:</p> <p>F : What does a straight jump look like?</p> <p>C : What different ways of expressions are there? And why are they different from each other?</p> <p>D : Is gymnastics only for girls? Why, why not?</p>
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ATL	<p> Physical and health education</p> <p>B: Planning for performance</p> <ul style="list-style-type: none"> • describe the effectiveness of a plan based on the outcome. <p>C: Applying and performing</p> <ul style="list-style-type: none"> • recall and apply a range of skills and techniques effectively. • recall and apply a range of strategies and movement concepts. • recall and apply information to perform effectively. <p>D: Reflecting and improving performance</p> <ul style="list-style-type: none"> • identify and demonstrate strategies to enhance interpersonal skills. • identify goals and apply strategies to enhance performance. • describe and summarize performance. <p>Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback
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- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers

Learning Experiences:

How to communicate in a appropriate way with peers and teachers.

Social

II. Collaboration skills

- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Learning Experiences:

How to share, discuss and compromise on ideas with peers and teacher.

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

IV. Affective skills

- Mindfulness
 - Practise focus and concentration
 - Practise strategies to develop mental focus
 - Practise strategies to overcome distractions
 - Practise being aware of body–mind connections
- Self-motivation
 - Practise analysing and attributing causes for failure
 - Practise managing self-talk
 - Practise positive thinking

V. Reflection skills

- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Consider ATL skills development
 - What can I already do?
 - How can I share my skills to help peers who need more practice?
 - What will I work on next?
- Focus on the process of creating by imitating the work of others
- Keep a journal to record reflections

Learning Experiences:

To be organized and prepared.

Research

VI. Information literacy skills

- Access information to be informed and inform others
 - Make connections between various sources of information
-

- Process data and report results

Learning Experiences:

What do I do with the information that I already have and that I receive and collect.

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument

IX. Creative thinking skills

- Consider multiple alternatives, including those that might be unlikely or impossible
- Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

- Apply skills and knowledge in unfamiliar situations
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives

Learning Experiences:

How do I solve individual/group problems.

MYP Assessment Criteria

B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance

Knowledge and Skills

• Topic: Gymnastic Performance .Sub topic: 1. Introduction to different forms of gymnastics (including; core stability, jumps, strength, balance, dance) 2. The different techniques in gymnastic 3. How to communicate with peers and teachers. 4. How to combine movements. 5. Prepare, practise and reflect. 6. Perform and reflect.

Basketball (5 weeks (10 hours))

Authors: Marlieke Husslage

Key & Related Concepts

Key Concepts

Communication

Related Concepts

- Physical and health education
 - Adaptation
 - Interaction
-

Global context

Identities and relationships

Conceptual Understanding

How do we communicate and interact within a dynamic game of basketball. How do we adapt to constant changing game situations.

Statement of Inquiry

Statement of Inquiry:

Explore how to cooperate with- and approach people with other beliefs, values and physical skills other than yourself.

Inquiry Questions:

C : What are the basketball rules?

C :

D : Should there be any changes in the rules of physical contact?

MYP Assessment Criteria

A: Knowing and understanding, D: Reflecting and improving performance

Knowledge and Skills

Warm-ups with music
(3 weeks (5 hours))

Authors: Christina Hopgood

Key & Related Concepts	Key Concepts	Related Concepts
	Connections	 Arts <ul style="list-style-type: none">• Structure  Physical and health education <ul style="list-style-type: none">• Movement

Conceptual Understanding The structure of a musical piece can have connections with physical movement.

Statement of Inquiry	Statement of Inquiry:
	What is appropriate music to choose when designing a warm-up for the whole body?
	Inquiry Questions:
	D Choice of music: Does different music inspire us to move in different ways? F Warm-ups: How can we warm up our whole body in a short session?

ATL	Communication
	I. Communication skills
	<ul style="list-style-type: none">• Use a variety of media to communicate with a range of audiences• Read critically and for comprehension
	Learning Experiences:
	Students will fill out the WebQuest answers using the computer lab to find the answers.
	Social
II. Collaboration skills	
<ul style="list-style-type: none">• Delegate and share responsibility for decision-making• Build consensus	
Learning Experiences:	
Students worked in groups for their assessments.	
Self-management	
III. Organization skills	
<ul style="list-style-type: none">• Create plans to prepare for summative assessments (examinations and performances)	
Learning Experiences:	
Students had to practice their warm-ups and coordinate with their music outside of class time.	

MYP Assessment Criteria	Interdisciplinary:
	<ul style="list-style-type: none">• A: Disciplinary grounding• B: Synthesizing• C: Communicating• D: Reflecting
	 Arts:
	<ul style="list-style-type: none">• A: Knowing and understanding• C: Thinking creatively

Knowledge and Skills Knowledge and skills: Song choice and curation, and ability to justify choices.

Unit Title

Intro into Fitness (5 weeks (10 hours))

Authors: Marlieke Husslage

Key & Related Concepts

Key Concepts
Relationships

Related Concepts
 Physical and health education

- Balance
- Perspectives

Conceptual Understanding Why do people choose to train and what types of fitness training are there.

Statement of Inquiry

Statement of Inquiry:

To experience and try out different types of fitness people can make their own decisions and form their own values and ideas about healthy training.

Inquiry Questions:

F : What types of fitness are there?

C : Why do people choose to do fitness?

D : What is more important in fitness/sport, talent or practise?

MYP Assessment Criteria

B: Planning for performance, C: Applying and performing

Knowledge and Skills

Arts (MYP2)

Unit Title

Scheme of work August/Sept Term 2017 (6 weeks)

Authors: Luanne May Downs, Kamil Koc

Key & Related Concepts

Key Concepts
Aesthetics
Communication
Communities
Connections
Creativity

Related Concepts
 Arts

- Audience
- Boundaries
- Composition
- Expression
- Genre

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

I can express myself by looking at art history and the time in which I live.

Inquiry Questions:

C How can I express myself visually.: How can I depict myself beyond a composition using my face.

F What artists asked questions about 'the self'?: Can I research Jean-Michel Basquiat or Frida Khalo? What was their work like? How did they make art about themselves? or being human in the world that they lived in?

ATL

MYP Assessment Criteria

Knowledge and Skills

AUTUMN TERM 2017 PYP & MYP overview (6 weeks)

Authors: Luanne May Downs

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

Myself and Identity (6 weeks (12 hours))

Authors: Kamil Koc

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

Myself and Identity (6 weeks (12 hours))

Authors: Luanne May Downs

Key & Related Concepts

Key Concepts

Identity

Related Concepts

 Arts

- Expression
 - Genre
 - Interpretation
-

Global context

Personal and cultural expression

Conceptual Understanding

Aims and objectives: Students will be exploring what it means to visually portray Identity, whether theirs or a group identity of their choice. As a class, we will look at several artists who have used identity as a central theme in their art practice. All students will respond to this in their own way by making a visual artwork/ or artworks. They will be mindful of their artwork's genre, how they interpret their idea and how best to expressive this in a visual way.

Statement of Inquiry

Statement of Inquiry:

We will look at why and how artists have made art to portray personal identity. We will respond to this by making our own version of an artwork to express our identity, whatever that means us.

Inquiry Questions:

 Who am I, how would I describe myself in place and time (here and now in Norway). By looking at other artists, how can I express this visually?: What colours, texts, artist do I most relate to? How, Why?

- ATL
- Communication**
I. Communication skills
- Give and receive meaningful feedback
 - Use intercultural understanding to interpret communication
 - Interpret and use effectively modes of non-verbal communication
 - Organize and depict information logically
-

MYP Assessment Criteria

Knowledge and Skills

**Diorama construction / Van Gogh
influenced painting (6 weeks)**

Authors: Luanne May Downs

Conceptual Understanding

 **Arts**

A: Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied

Communication

I. Communication skills

- ATL
- Give and receive meaningful feedback
 - Use intercultural understanding to interpret communication
 - Use a variety of media to communicate with a range of audiences
 - Interpret and use effectively modes of non-verbal communication
 - Negotiate ideas and knowledge with peers and teachers
 - Read critically and for comprehension
 - Read a variety of sources for information and for pleasure
 - Make inferences and draw conclusions
 - Use and interpret a range of discipline-specific terms and symbols
 - Write for different purposes
 - Paraphrase accurately and concisely
 - Take effective notes in class
 - Make effective summary notes for studying
 - Use a variety of organizers for academic writing tasks
 - Find information for disciplinary and interdisciplinary inquiries, using a variety of media
 - Organize and depict information logically
 - Structure information in summaries, essays and reports

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Interpret data
- Recognise and evaluate propositions
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Identify trends and forecast possibilities

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries
 - Create novel solutions to authentic problems
 - Make unexpected or unusual connections between objects and/or ideas
 - Design improvements to existing machines, media and technologies
-

- Make guesses, ask “what if” questions and generate testable hypotheses
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies

X. Transfer skills

- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Change the context of an inquiry to gain different perspectives

Social

Research

MYP Assessment Criteria



Arts:

- B: Developing skills
-

Knowledge and Skills

Mathematics (MYP2)

Unit Title

Is fairness always equal?

(6 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Form

Related Concepts



Mathematics

- Equivalence
 - System
-

Global context

Fairness and development

Conceptual Understanding

Statement of Inquiry:

Making fair judgments is easier if we understand a variety of numeric systems and forms.

Statement of Inquiry

Inquiry Questions:



: How do we express quantities?



: Does order matter?



: Is there really such a thing as multiplication?

MYP Assessment Criteria

Knowledge and Skills

How can we bring things together? (4 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Related Concepts

Relationships

-  Mathematics
- Pattern
 - Simplification

Global context

Identities and relationships

Conceptual Understanding

Statement of Inquiry:

Identifying and using patterns and rules is the key to simplifying relationships, in life and and in algebra.

Inquiry Questions:

Statement of Inquiry

- F** : What is algebra?
- F** : What are like terms and how do we collect them?
- F** : How can I tell if terms are like or not?
- F** : What are algebraic products?
- C** : What are unlike terms and what do I do with them?
- D** : Why do we need to have common rules of communication?

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills

**Should we cross the bridge or
keep everything in balance?
(4 weeks)**

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Logic

Related Concepts

-  Mathematics
- Change
 - Model

Global context

Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:

Unknowns and variables can be modelled and solved using algebraic logic, which can be expressed in different personal and cultural ways

Inquiry Questions:

Statement of Inquiry

- F** : How can we change equations with multiplication and division to solve them?
- F** : What happens when there is a more than one operation to "undo" to solve the equation?
- C** : What is the logic of the algebraic movements?
- D** : Are these methods better than or more complex than using common sense to solve a number problem?

MYP Assessment Criteria

A: Knowing and understanding

How can data help us save the world (6 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

Mathematics

- Justification
- Representation

Global context

Globalization and sustainability

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Representing data visually helps to identify relationships that can justify global decisions

Inquiry Questions:**F** : Where does data come from**C** : What sort of stories can data tell us**D** : Can data provide answers to global problems

MYP Assessment Criteria

A: Knowing and understanding, D: Applying mathematics in real-life contexts

Knowledge and Skills

How do we measure up? (6 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Form

Related Concepts

Mathematics

- Measurement
- Space

Global context

Orientation in space and time

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Measurement is expressed in various forms to communicate the space around or within an object

Inquiry Questions:**F** : What is the difference between area and perimeter?**C** : How are circles different from polygons?**D** : How do we define 'big'?**F** : How can we represent size on paper

ATL

Communication

I. Communication skills

- Organize and depict information logically

Thinking**IX. Creative thinking skills**

- Apply existing knowledge to generate new ideas, products or processes

Other

MYP Assessment Criteria

A: Knowing and understanding, C: Communicating

Knowledge and Skills

Students will find out: - how to convert between units of measurement in the metric system
- how to draw diagrams to scale and interpret scale diagrams - when and how to calculate area and perimeter of polygons, circles and composite figures, and how to measure and classify angles between two-line segments. They will learn about the constant π (pi)

Individuals and societies (MYP2)

How has globalization shaped the world? (6 weeks (18 hours))

Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts

Change

Related Concepts

Individuals and societies

- Globalization
- Processes

Global context

Globalization and sustainability

Exploration to Develop:
Commonality, diversity and interconnection

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges.

Inquiry Questions:

F : What is globalization? What are transnational corporations? How has globalization affected sport? How has globalization affected the gaming industry?

C : What are the causes of globalization? How has globalization affected language?

D : Is globalization new? Is there such a thing as a global culture? Why? Why not?

**Individuals and societies****C: Communicating**

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

ATL

Communication**I. Communication skills**

- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences

Thinking**VIII. Critical thinking skills**

- Gather and organize relevant information to formulate an argument

MYP Assessment Criteria C: Communicating
Knowledge and Skills

Find out about the causes and consequences of globalization. Explore examples of globalization in language, business, sport and entertainment. Take action by looking at way the globalization can promote positive change.

**Our Natural Environment
(6 weeks (18 hours))**

Authors: Kelsey Richardson

Key & Related Concepts
Key Concepts

Systems

Related Concepts


Individuals and societies

- Sustainability

Global context
Identities and relationships
Conceptual Understanding
Statement of Inquiry:

The relationships between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future.

Inquiry Questions:
Statement of Inquiry

F : What are biomes and where can they be found? How does climate affect the make-up of a biome? How is climate represented on a graph? How is climate change affecting the natural environments of the world?

C : How do different environments work as systems? What impact have humans had on different environments? How can sustainability help different environments?

D : Should humans protect natural environments at all costs? Why or why not?


Individuals and societies
B: Investigating

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use the methods to collect and record relevant information
- iv. evaluate the research process and results, with guidance.

ATL
Research
VI. Information literacy skills

- Collect, record and verify data
- Access information to be informed and inform others
- Collect and analyse data to identify solutions and make informed decisions

MYP Assessment Criteria B: Investigating
Knowledge and Skills
The Middle Ages

(6 weeks (18 hours))

Authors: Kelsey Richardson

Key & Related Concepts
Key Concepts
Related Concepts

Time, place and space

-  Individuals and societies
- Identity
 - Perspective

Global context

Fairness and development

Exploration to Develop:
 Inequality, difference and inclusion
 Rights, law, civic responsibility and the public sphere

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

The identity and development of past societies can be explored through the perspectives of the people who lived there.

Inquiry Questions:

- F** : When was the Middle Ages? What was the impact of the decline of the Roman Empire? How was society structured during the Middle Ages? What was life like in Britain during the Middle Ages? Which empires expanded their influence during the Middle Ages? What
- C** : What perspectives can be used to study the past? Why is continuity important to the study of history?
- D** : Has the Middle Ages been misrepresented in history? Why or why not?

ATL

Communication Thinking

MYP Assessment Criteria

A: Knowing and understanding, D: Thinking critically

Knowledge and Skills

Exploration and Global Interactions (6 weeks (18 hours))
Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts
 Global interaction

Related Concepts
 Individuals and societies
 • Causality (cause and consequence)

Global context

Orientation in space and time

Exploration to Develop:
 Epochs, eras, turning points and "big history"
 Peoples, boundaries, exchange and interaction

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

In the past, humans explored the world, and continue to do so, for a variety of reasons. This exploration often affects global interactions in both positive and negative ways.

Inquiry Questions:

F : How did exploration affect early societies? What were the causes and consequences of the 'Age of Exploration'? How did industrialization affect exploration? What examples are there for female explorers? What examples are there of exploration in the 21st c

C : Why do people explore? What are the causes and consequences of exploration?

D : Does exploration lead to exploitation? Why or why not?

MYP Assessment Criteria

Knowledge and Skills

Sustainable Energy

(6 weeks (18 hours))

Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts

Time, place and space

Related Concepts



Individuals and societies

- Resources
-

Global context

Scientific and technical innovation

Conceptual Understanding

Statement of Inquiry:

Humans use resources in different ways around the world, and use innovative methods to be sustainable.

Statement of Inquiry

Inquiry Questions:

F : What are natural resources? What are human and economic resources? What are the differences between renewable, non-renewable, and sustainable resources?

C : What are the arguments for and against different sources of energy production?

D : Is wind power a viable option? Why or why not?

ATL

MYP Assessment Criteria

B: Investigating, C: Communicating

Knowledge and Skills

Innovations Throughout History

(6 weeks (18 hours))

Authors: Kelsey Richardson

Key & Related Concepts

Key Concepts

Change

Related Concepts



Individuals and societies

- Causality (cause and consequence)
 - Innovation and revolution
-

Global context

Personal and cultural expression

Exploration to Develop:

Artistry, craft, creation, beauty

Conceptual Understanding

Statement of Inquiry:

Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies.

Statement of Inquiry

Inquiry Questions:

F : What innovation and ideas came about from the Renaissance? Who were the significant individuals of the Renaissance? What were some of the important changes that occurred during the Enlightenment?

C : What is an idea or innovation? What makes an innovation or idea significant?

D : Does change affect everyone? Why or why not?

MYP Assessment Criteria

Knowledge and Skills

Sciences (MYP2)

**Where are we now and where might we be going?
(6 weeks (18 hours))**

Authors: Kamil Koc, Sakhi Kochar

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

-  Sciences
- Models
 - Movement
-

Global context

Orientation in space and time

Conceptual Understanding

Statement of Inquiry:

Through making models of the world we have understood how place and time relate to motion and we have made the world seem a smaller place

Statement of Inquiry

Inquiry Questions:

F : Where did we come from? How did we get here?

C : How can we represent motion? What is gravity?

D : Should we all be able to travel wherever we like, whenever we like, however we like? Why?

Research

VI. Information literacy skills

- Collect and analyse data to identify solutions and make informed decisions

Learning Experiences:

ATL

Students will use world clock to understand how global communication makes it possible for those who have technology to contact anyone at any time instantly.

While students learn about world clock, they will collect and analyse the data about different countries and difference in the time zone. They will also create journey graphs.

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Interpret data
- Evaluate evidence and arguments
- Revise understanding based on new information and evidence

IX. Creative thinking skills

- Apply existing knowledge to generate new ideas, products or processes

Learning Experiences:

Critical thinking skills: Students will measure distance in terms of the human body. This will help them to process the information, identify obstacles and challenges.

While learning about the coordinates, students work on knowing their own position. This will help them to interpret data, evaluate the evidence and arguments.

Students will practise a journey (eg Journey to school and use a timer. They will further do interpretation of the data collected.

Interpret speed-time data graph

The students will work in groups to compare the speed of a sprinter and a jogger by measuring the distance and the time taken to cover that distance.

MYP Assessment Criteria A: Knowing and understanding, D: Reflecting on the impacts of science

Knowledge and Skills

The students will find out how humans have travelled over time, and how they have represented their place in space. They will explore the effects of forces on motion, and how we have learned to travel faster. They will investigate the consequences of mass transportation by motor vehicles on local and global environments, and communicate your scientific opinions on the impact of measures to limit pollution from vehicles. , - Students will gain factual information about where did humans come from and how did they get here? They will gain knowledge about distance, location and coordinates. - They will learn about how to measure speed and calculate distance and time with the given information. They will gain information about difference between speed and velocity and going further to learn about acceleration. - Students will also learn about newton's laws of motion and their application in real life situations. - Students will gain conceptual knowledge about how to represent motion and meaning of gravity

**How do we map matter?
(8 weeks)**

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Change

Related Concepts



Sciences

- Models
- Patterns

Global context

Scientific and technical innovation

Exploration to Develop:
Systems, models, methods; products, processes and solutions

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

By changing matter we can identify patterns in properties that help us to make models, and the models help us invent new kind of materials.

Inquiry Questions:

- F** : What substances are pure? What substances are impure?
 - F** : How do pure substances combine?
 - F** : What's in an atom?
 - C** : How can patterns of properties be used to organize elements?
 - C** : What kinds of chemical reaction can take place?
 - C** : How do we represent chemical change?
 - C** : How do we exploit properties of chemicals?
 - D** : To what extent can science be used to fix the problems science creates?
-

Research

VI. Information literacy skills

- Collect, record and verify data
- Access information to be informed and inform others
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results

Learning Experiences:

Information Literacy Skills: Students will learn about chemical substance names and symbols through various researches about periodic table

Students will use the periodic table to find out locations of metals, non metals, diatomic elements, solids at 20 degrees and gases at 20 degrees.

Students will compare the reactivity of metals within a group and in different periods

Students will collect and analyse data to identify solutions as acidic or basic and make informed decisions .

Thinking

VIII. Critical thinking skills

- Gather and organize relevant information to formulate an argument
- Interpret data
- Draw reasonable conclusions and generalizations
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

IX. Creative thinking skills

- Create original works and ideas; use existing works and ideas in new ways

Learning Experiences:

Critical Thinking Skills:

-Students will be working in pairs to look at different atomic arrangements and determine if it was a molecule, whether it was a compound or an element and its chemical formula

-Students will look at the patterns in matter from the given table and discuss various properties of different elements

-Students will compare the reactivity of metals within a group and in different periods

-Students will look at the periodic table and highlight the metals in the reactivity series

-Creative thinking skills: Students will create a poem, dance, song or a power point presentation about the periodic table

ATL

Knowledge and Skills

- Students will gain factual knowledge about pure and impure substances. They will also explore about how do pure substances combine and what is in an atom. - Students will gain conceptual information about how patterns can be used to organise elements. They will learn about chemical reactions and how do these reactions take place. They will further learn to represent chemical change and how do we exploit the chemical properties of substances.

**What does a wave tell us?
(7 weeks)**
Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Relationships

Related Concepts
 Sciences

- Energy
- Form

Global context

Personal and cultural expression

Exploration to Develop:
Products, systems and institutions
Metacognition and abstract thinking

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Understanding the relationship between different forms of energy helps us better communicate and express our thoughts.

Inquiry Questions:

- F** : What is wave? What is light?
- F** : What kind of energy travels through waves?
- F** : How are we sensitive to energy that travels as waves?
- F** : What other kinds of electromagnetic radiations are there?
- F** : How are we sensitive to sound waves?
- C** : How does understanding waves help us to better express ourselves?
- D** : Do artists and scientists have anything to say to each other?

ATL

Communication**I. Communication skills**

- Negotiate ideas and knowledge with peers and teachers

Learning Experiences:

The students will negotiate ideas and share with their peers their knowledge about waves that travel in water, discuss about Mexican waves and discuss some demonstrations done in the class

Social**II. Collaboration skills**

- Listen actively to other perspectives and ideas

Learning Experiences:

While discussing about different types of waves and their demonstration, the students will share each other's perspective and listen carefully to each other.

Research**VI. Information literacy skills**

- Make connections between various sources of information

Learning Experiences:

information literacy skills: Seeing with sound, different pitches, different volumes, cutting noises (taking action)

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations

Learning Experiences:

Critical thinking skills: Bending Light , Activity on three colours, eye test,making a pinhole camera, video on seismic waves, wave scare stories, protecting ourselves from sun, seeing with sound, flaming noise

Students will look at the seismic waves and to understand how waves travel. how to demonstrate the movement of a wave.

Students will observe the double fringe experiment and ray diagram for the creation of an image They will practise observing carefully the given experiments about reflection of light.

MYP Assessment Criteria

B: Inquiring and designing, D: Reflecting on the impacts of science

Knowledge and Skills

Students will find out how wave carry energy through oscillations and what different kinds of waves there are. They will explore how light and sound are used to communicate and to help us to express ourselves. They will be working to take action to protect themselves from harmful waves and investigate how to limit noise pollution.

Who are we? (7 weeks)

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

-  Sciences
- Evidence
 - Patterns

Global context

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding

Relationships can be understood using genetic patterns as evidences

Statement of Inquiry

Statement of Inquiry:

Because scientists understand the relationships between genes and inherited characteristics, we can use genetic patterns as evidence for identification and decision making.

Inquiry Questions:

F : What is DNA? What are genes?

F : What is relationship between DNA, genes and inherited characteristics?

F : How do we grow and develop?

C : How are genetic patterns identified & used?

C : How can individuals be identified through inherited characteristics and genetic patterns?

D : To what extent should legal cases depend on identifying people through DNA?

Self-management

V. Reflection skills

- Consider ethical, cultural and environmental implications

Learning Experiences:

Reflection Skills: T chart of pros and cons associated with the knowledge of and ability to modify the genes that make up the human genome.

Research

VI. Information literacy skills

- Collect and analyse data to identify solutions and make informed decisions

Learning Experiences:

Catch the Robber

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
- Use models and simulations to explore complex systems and issues

ATL

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries

Learning Experiences:

Creative Thinking Skills: Exploring the possibilities and determining physical characteristics of a child

Differentiating Mitosis and Meiosis using a T chart

Critical thinking skills: Exploring Genes and Characteristics using Face it

Identifying the phases of mitosis and meiosis

Exploring Physical Traits and Alleles

Catch the robber

understanding of genetics to write scientifically supported judgements about using DNA in legal matters

How does our planet work? (6 weeks)

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Systems

Related Concepts



Sciences

- Models
- Patterns

Global context

Globalization and sustainability

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Modelling interactions between Earth's systems allows us to understand patterns that we can use to secure and improve human experiment.

Inquiry Questions:

- F** Different systems that make up Earth: What natural systems are necessary to maintain life on earth?
- F** Interactions of the different systems and their effects on human life : In what ways do the systems on Earth interact?
- F** : What processes and events have contributed to local and global conditions on Earth?
- C** : How do the interactions between Earth's systems influence our living conditions?
- D** : To what extent is it possible to use science to prevent, or reduce the damage from natural disasters?

Self-management

III. Organization skills

- Use appropriate strategies for organizing complex information

Learning Experiences:

The students will search about cycles of matter and compare and contrast them

Thinking

VIII. Critical thinking skills

- Gather and organize relevant information to formulate an argument
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Apply existing knowledge to generate new ideas, products or processes

Learning Experiences:

Critical Thinking Skills: The students will work on reflection on Ecospheres of Influence using the information about systems that make up the ecosphere.

ATL

The students will design and construct a model of earth to provide evidence that the water cycle occurs.

The students will create climatographs for several cities.

The students will work on how presence of water, air or earth affect the temperature and how temperature changes.

Students will create tectonic plates

Students will identify boundaries based on the information about different types of plates.

Students will debate about to what extent is it possible to use science to prevent or reduce the damage from natural disasters?

MYP Assessment Criteria B: Inquiring and designing, C: Processing and evaluating

Knowledge and Skills

Students will gain factual knowledge about different systems that make up the Earth
 Students will gain conceptual knowledge about interactions of the different systems and their effects on human life
 Students will take action by using models and data to identify patterns that help us make decisions to support human lifestyle.

**How do we respond to the world?
 (5 weeks)**

Authors: Sakhi Kochar

Key & Related Concepts

Key Concepts

Change

Related Concepts



Sciences

- Consequences
-

Global context

Scientific and technical innovation

Exploration to Develop:

Systems, models, methods; products, processes and solutions

Digital life, virtual environments and the Information Age

Conceptual Understanding

Scientific innovations have changed the way we respond to the world.

Statement of Inquiry

Statement of Inquiry:

Scientific Innovations designed to enhance our ability to perceive and respond to change in our surroundings have consequences on our survival.

Inquiry Questions:

F : How do organisms perceive and respond to change in their surroundings?

C : How does survival depend on organisms' ability to perceive and respond to change in their surroundings?

C : How do species become adapted over long term, to conditions in their environment?

D : To what extent should we continue to develop products that impact the way people or other living things perceive and respond to the surroundings?

D : To what extent is the use of sense enhancing technology a responsible and ethical choice?

ATL

Thinking

VIII. Critical thinking skills

- Gather and organize relevant information to formulate an argument
- Interpret data
- Draw reasonable conclusions and generalizations
- Use models and simulations to explore complex systems and issues

IX. Creative thinking skills

- Make unexpected or unusual connections between objects and/or ideas
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Practise visible thinking strategies and techniques

Learning Experiences:

The students will work on the engagement called seeing is believing and they will fill in the relevant information in a tabular form.

The students will work on various stations to understand what is a nerve.

The students will use the information from the various nerve stations to create their own model of perception pathway using play dough.

The students will look at various stimuli we have in our daily lives and will organise information into advantages of the responses we have.

In their summative assessment, the students will create a mini documentary individually or in pairs and will reflect on how technology helps to enhance various senses.

MYP Assessment Criteria **D: Reflecting on the impacts of science**

Knowledge and Skills

English (MYP2)

How can I connect with others?

(6 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Connections

Related Concepts

 Language acquisition: Phases 1-2

- Context
- Message

Global context

Identities and relationships

Exploration to Develop:

Competition and cooperation; teams, affiliation and leadership
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Connection with others is an vital aspect of humans' life. Messages usually help us to express ourselves and demonstrate our identities.

Statement of Inquiry

Statement of Inquiry:

The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.

Inquiry Questions:

F The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.: What personality traits do you possess?

C The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.: What is friendship? Are you a good friend?

D The way we connect with others often depends on context and sometimes we need to adapt our message to demonstrate our identities and relationships.: Can very different people be friends?

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Preview and skim texts to build understanding
- Make effective summary notes for studying

ATL

Learning Experiences:

Students will read text Friends or Acquaintances critically and for comprehension, will write for different purposes.

MYP Assessment Criteria

B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills

Students will find out why good friends are important and they will explore personality characteristics and how we are the same but also different. Students will identify and foster positive friendships.

Where would we be without family? (6 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

- Connections
- Other

Global context

Identities and relationships

Exploration to Develop:
 Competition and cooperation; teams, affiliation and leadership
 Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Families help us to understand our place in groups and connect to our communities and the world. The purposes of the family are shaping our identities and relationships with others.

Statement of Inquiry

Statement of Inquiry:

Our personal and extended family connections give meaning and a sense of purpose to our unique identities and relations.

Inquiry Questions:

- F** : What is a family?
- C** : What makes a family?
- D** : Why is family important?

Communication

I. Communication skills

- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying

ATL

Learning Experiences:

They will read comprehension texts, write for multiple purposes, and use visual aids to develop their skills.

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text

Knowledge and Skills

They will find out about families in the past, present, and future. They will be exploring what being part of a family means.

**Eat to live, or live to eat?
(6 weeks (24 hours))**

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Culture

Global context

Personal and cultural expression

Exploration to Develop:
Products, systems and institutions

Conceptual Understanding

We have complex and exciting relationship with food. it is important to know where our food comes from and how it is processed. It is vital to know that food provides for personal and cultural expression and shapes our identities as well.

Statement of Inquiry

Statement of Inquiry:

Choices we make about what we eat are influenced by our culture and the context in which we live and might send messages about who we are.

Inquiry Questions:

- F** : Where does our food come from?
- C** : What does the food we eat tell us about who we are?
- D** : Can we feed the world?

ATL	<p>Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Interpret and use effectively modes of non-verbal communication • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Write for different purposes • Take effective notes in class • Make effective summary notes for studying <p>Other</p>		
MYP Assessment Criteria	<p>A: Comprehending spoken and visual text, D: Using language in spoken and/or written form</p>		
Knowledge and Skills	<p>The students will find out where our food comes from and how it is produced. They will explore how food is eaten and enjoyed around the world.</p>		
<p>How can we find our way? (6 weeks (24 hours)) Authors: Ismail Dikbas</p>			
Key & Related Concepts	<table border="0"> <tr> <td data-bbox="527 829 812 955"> <p>Key Concepts</p> <p>Connections</p> </td> <td data-bbox="812 829 1508 955"> <p>Related Concepts</p> <p> Language acquisition: Phases 1-2</p> <ul style="list-style-type: none"> • Context </td> </tr> </table>	<p>Key Concepts</p> <p>Connections</p>	<p>Related Concepts</p> <p> Language acquisition: Phases 1-2</p> <ul style="list-style-type: none"> • Context
<p>Key Concepts</p> <p>Connections</p>	<p>Related Concepts</p> <p> Language acquisition: Phases 1-2</p> <ul style="list-style-type: none"> • Context 		
Global context	<p>Orientation in space and time</p> <p><i>Exploration to Develop:</i></p> <p>Natural and human landscapes and resources</p>		
Conceptual Understanding	<p>We need the skills and knowledge in order to find our way back home if we were get lost and have a better understanding of our orientation in space and time. We also need knowledge to offer advice to others and help them stay safe and find their way back.</p>		
Statement of Inquiry	<p>Statement of Inquiry:</p> <p>Exploration allows us to better understand our orientations in space and time and make connections to others through experiencing the context of their lives.</p> <p>Inquiry Questions:</p> <p>F : What do we need to know in order to find our way?</p> <p>C : How can we find the way if we get lost?</p> <p>D : Is getting lost always such a bad thing?</p>		
ATL	<p>Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences • Collaborate with peers and experts using a variety of digital environments and media • Read a variety of sources for information and for pleasure • Write for different purposes <p>Thinking</p> <p>VIII. Critical thinking skills</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognise problems 		

- Gather and organize relevant information to formulate an argument
- Evaluate and manage risk

MYP Assessment Criteria

A: Comprehending spoken and visual text, C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills

Creative thinking skills will be used to respond to the statement of inquiry.

What would life be like in a world without letters?

(6 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Relationships

Global context

Identities and relationships

Exploration to Develop:

Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Personal and cultural expression

Conceptual Understanding

The importance of letter writing as a tool for communication and celebrated its value as a means for preserving history, culture and relationship.

Statement of Inquiry

Statement of Inquiry:

A carefully written letter can communicate a message to an audience that can help strengthen our identities and relationships.

Inquiry Questions:

F : Why do we write letters?

F : Why are letters important?

D : In an age of digital communication, is the art of letter writing at risk of dying out?

ATL

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Write for different purposes

MYP Assessment Criteria

B: Comprehending written and visual text

Knowledge and Skills

They find out how to write letters for different purposes and how letter writing has changed over the time.

What is poetry?

(5 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

Related Concepts

Connections

 Language and literature

Creativity

- Audience imperatives
- Style

Personal and cultural expression*Exploration to Develop:*

Artistry, craft, creation, beauty

Products, systems and institutions

Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Global context

Conceptual Understanding

Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Statement of Inquiry:

Poetry is a unique creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Statement of Inquiry

Inquiry Questions:**F** : What is a poem?**C** : How can we use poetry to express our feelings, thoughts and ideas?**D** : Why does the poetry matter?**Communication****I. Communication skills**

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Write for different purposes

ATL

MYP Assessment Criteria

Interdisciplinary:

- D: Reflecting

 **Language acquisition:**

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

 **Language and literature:**

- C: Producing text

Knowledge and Skills

Students will find out what poetry is and how to write our own poems and how can we use poetry as a way to express ourselves.

Norwegian (MYP2)

Is seeing always believing?**(6 weeks)****Authors:** Kamil Koc

Key & Related Concepts

Key Concepts

Communication

Related Concepts Language and literature

- Genres
- Purpose

Conceptual Understanding

Statement of Inquiry:

Through communication directors create film to position audiences to respond in a particular way

Statement of Inquiry

Inquiry Questions:

F : What is a documentary?

C : How real is the reality in a documentary?

D : Are ethical issues central to documentary film-making?

MYP Assessment Criteria

Knowledge and Skills

**Hvorfor forteller vi?
(6 weeks (24 hours))**

Authors:

Key & Related Concepts

Key Concepts

Culture

Development

Identity

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Inquiry Questions:

C : f

MYP Assessment Criteria

Knowledge and Skills

Myths and legends: A mirror of reality? (5 weeks (15 hours))

Authors: Niket Sharma, Kamil Koc

Key & Related Concepts

Key Concepts

Identity

Relationships

Related Concepts



Language and literature

- Context
 - Genres
 - Purpose
-

Global context

Identities and relationships

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behaviour and individual and cultural identities.

Inquiry Questions:

- F** Factual: : What are myths and legends?
 - C** Conceptual:: Can sharing myths and legends help preserve our individual and cultural identities?
 - D** Debatable:: Do the same myths exist in all countries?
-

MYP Assessment Criteria

Knowledge and Skills

Do you believe in magic?

(6 weeks)

Authors: Niket Sharma

Key & Related Concepts

Key Concepts

Creativity

Related Concepts

 Language and literature

- Character
 - Genres
 - Setting
 - Theme
-

Global context

Personal and cultural expression

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

Inquiry Questions:

- F** Factual:: What is fantasy? How can you identify a fantasy story? How is fantasy different from other genres?
 - C** Conceptual:: What does fantastic fiction reveal about the human imagination? Can we use fantasy to escape? How does life in the fantasy world help us learn about the real world?
 - D** Debatable:: Why do we create? What does the fantastic fiction reveal about the human imagination?
-

MYP Assessment Criteria

C: Producing text, D: Using language

Knowledge and Skills

Do Advertisements run the world?

(6 weeks)

Authors: Niket Sharma

Key & Related Concepts

Key Concepts

Communication

Related Concepts

 Language and literature

- Audience imperatives
 - Purpose
 - Style
-

Global context

Globalization and sustainability

Conceptual Understanding

Advertisements share a common purpose, but through making certain linguistic and stylistic choice, writers can communicate ideas and tailor their messages to appeal to specific audiences on a global scale.

Statement of Inquiry

Statement of Inquiry:**Inquiry Questions:**

- F** Fact:: Are there different types of adverts? What is an advertisement?
- C** Concept:: What can we learn about people and society through adverts? How has advertising changed over time? What is the purpose of advertising? How do advertisers use language to appeal to certain audiences?
- D** Debate:: Can advertising be dangerous? Does advertising influence the way we think?

 **Language and literature****A: Analysing**

- identify and explain the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- interpret similarities and differences in features within and between genres and texts.

B: Organizing

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Communication**I. Communication skills**

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Share ideas with multiple audiences using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically

ATL

Social**II. Collaboration skills**

- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback

Self-management**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines

- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively

IV. Affective skills

- Mindfulness
 - Practise focus and concentration
 - Practise strategies to develop mental focus
 - Practise strategies to overcome distractions
 - Practise being aware of body–mind connections
- Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
- Emotional management
 - Practise strategies to overcome impulsiveness and anger
 - Practise strategies to prevent and eliminate bullying
 - Practise strategies to reduce stress and anxiety
- Self-motivation
 - Practise analysing and attributing causes for failure
 - Practise managing self-talk
 - Practise positive thinking
- Resilience
 - Practise “bouncing back” after adversity, mistakes and failures
 - Practise “failing well”
 - Practise dealing with disappointment and unmet expectations
 - Practise dealing with change

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Demonstrate flexibility in the selection and use of learning strategies
- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?
- Consider personal learning strategies
 - What can I do to become a more efficient and effective learner?
 - How can I become more flexible in my choice of learning strategies?
 - What factors are important for helping me learn well?

Research

VI. Information literacy skills

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Present information in a variety of formats and platforms
- Understand and use technology systems
- Understand and implement intellectual property rights

VII. Media literacy skills

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Compare, contrast and draw connections among (multi)media resources

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
 - Gather and organize relevant information to formulate an argument
-

- Interpret data
- Recognise and evaluate propositions
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Consider ideas from multiple perspectives
- Identify obstacles and challenges

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make guesses, ask “what if” questions and generate testable hypotheses
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Generate metaphors and analogies

X. Transfer skills

- Utilize effective learning strategies in subject groups and disciplines
 - Apply skills and knowledge in unfamiliar situations
 - Compare conceptual understanding across multiple subject groups and disciplines
 - Make connections between subject groups and disciplines
 - Combine knowledge, understanding and skills to create products or solutions
 - Transfer current knowledge to learning of new technologies
-

MYP Assessment Criteria

Knowledge and Skills

What is poetry?

(5 weeks (24 hours))

Authors: Ismail Dikbas

Key & Related Concepts

Key Concepts

- Connections
- Creativity

Related Concepts

-  Language and literature
 - Audience imperatives
 - Style
-

Global context

Personal and cultural expression

Exploration to Develop:

Artistry, craft, creation, beauty

Products, systems and institutions

Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Statement of Inquiry

Statement of Inquiry:

Poetry is a unique creative form of personal and cultural expression that leaves much room for an audience to interpret meaning.

Inquiry Questions:

F : What is a poem?

C : How can we use poetry to express our feelings, thoughts and ideas?

Unit Title

D : Why does the poetry matter?

ATL

Communication

I. Communication skills

- Use a variety of speaking techniques to communicate with a variety of audiences
 - Use appropriate forms of writing for different purposes and audiences
 - Interpret and use effectively modes of non-verbal communication
 - Write for different purposes
-

MYP Assessment Criteria

Interdisciplinary:

- D: Reflecting



Language acquisition:

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



Language and literature:

- C: Producing text
-

Knowledge and Skills

Students will find out what poetry is and how to write our own poems and how can we use poetry as a way to express ourselves.

Music (MYP2)

Unit Title

Introduction to Classroom Music (9 weeks (18 hours))

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Aesthetics

Related Concepts

 Arts

- Audience
 - Expression
 - Play
-

Global context

Personal and cultural expression

Exploration to Develop:

Artistry, craft, creation, beauty

Conceptual Understanding

We can understand the aesthetics of music by being an audience, or by expressing ourselves by playing music.

Statement of Inquiry

Statement of Inquiry:

The students will explore the aesthetics of music through singing, playing instruments, music theory, history, analysis, and appreciation. Students will study the use of media and technology in music. They will discuss the elements of rhythm, pitch and harmony in musical notation. Students will gain an understanding of how the expression of music is a product of, and an influencer of, the culture in which it is made.

Inquiry Questions:

- C** Theory: What is pitch, rhythm, harmony, and metre?
 - F** Performance: How can we play ukulele to perform various songs?
 - D** Listening/Analysis: What is a "good" song? What makes it good?
 - C** Composition: How can we compose scores graphically so that they make sense to a performer?
-

MYP Assessment Criteria

Knowledge and Skills

Students will use research, critical thinking, observation, and performance skills in this unit to address the statement of inquiry.

A Handmade Ensemble (9 weeks (14 hours))

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Form

Related Concepts
 Arts

- Innovation
- Role

Global context

Personal and cultural expression

Exploration to Develop:
Products, systems and institutions

Conceptual Understanding

Innovative musical instruments can be created with different forms and have different roles in ensembles.

Statement of Inquiry

Statement of Inquiry:

We can research musical instrument design and create our own innovative musical instruments to use in expressive ways in ensembles.

Inquiry Questions:

C Instrument categorisation: How can we categorise instruments in different meaningful ways?

D Instrument roles: What are the roles of different instruments in ensembles, and how do different ensemble make-ups change the ensemble?

F Instrument design: How can we make various instruments (e.g. harmonica, kazoo, box guitar)?

MYP Assessment Criteria

Knowledge and Skills

Pulse, rhythm, and metre (7 weeks (21 hours))

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Form

Related Concepts
 Arts

- Composition
- Expression
- Structure

Global context

Personal and cultural expression

Expressing ourselves through music requires a grasp of rhythm, pulse and metre.

Conceptual Understanding

form composition expression structure

Rhythm, pulse and metre are important markers of musical form and structure; students will learn how to express rhythm, pulse and metre in compositions.

Statement of Inquiry

Statement of Inquiry:

Music needs rhythm, pulse and metre to hold together its other elements.

Inquiry Questions:

- F** Rhythm: What is rhythm? How do we notate and count rhythm?
- C** Pulse: What is pulse? How is it different from rhythm and metre?
- D** Metre: What is metre? Is it the same as pulse?
- D** Applying rhythm with percussion: What is proper percussion technique?
- F** Applying rhythm with percussion: What are the 40 rudiments and how do they help to play percussion?
- C** Metre, pulse and rhythm in diverse musical cultures: How do different cultures express pulse, metre and rhythm?

ATL

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use and interpret a range of discipline-specific terms and symbols

Learning Experiences:

We will play rhythms together as a class and then discuss if things went wrong, and how we can fix it.

Using and interpreting a range of discipline-specific terms and symbols: music notation is discipline-specific language which is a skill to read. Students will build on their rhythm reading skills by adding new rhythms. We will use my "fruit salad" rhythm reading approach.

Social

II. Collaboration skills

- Help others to succeed

Learning Experiences:

We will practice in groups. I will pair more advanced students with less advanced students so that they can help each other to play accurately and consistently.

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines

Learning Experiences:

Students will need to actually practice at home in order to play well in the assessment task. This requires planning and motivation to meet the deadline.

MYP Assessment Criteria

B: Developing skills

Knowledge and Skills

Skills: rudiments, ability to count rhythms in various metres, ability to play a rhythmic piece at a set tempo., Music notation reading skills Rhythm performing skills Rhythm counting skills Basic percussion skills (stick grip, playing technique)

Warm-ups with music

(3 weeks (5 hours))

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Related Concepts

Connections

 Arts

- Structure
 -  Physical and health education
 - Movement
-

Conceptual Understanding The structure of a musical piece can have connections with physical movement.

Statement of Inquiry

Statement of Inquiry:

What is appropriate music to choose when designing a warm-up for the whole body?

Inquiry Questions:

- D** Choice of music: Does different music inspire us to move in different ways?
 - F** Warm-ups: How can we warm up our whole body in a short session?
-

Communication

I. Communication skills

- Use a variety of media to communicate with a range of audiences
- Read critically and for comprehension

Learning Experiences:

Students will fill out the WebQuest answers using the computer lab to find the answers.

Social

II. Collaboration skills

- Delegate and share responsibility for decision-making
- Build consensus

ATL

Learning Experiences:

Students worked in groups for their assessments.

Self-management

III. Organization skills

- Create plans to prepare for summative assessments (examinations and performances)

Learning Experiences:

Students had to practice their warm-ups and coordinate with their music outside of class time.

MYP Assessment Criteria

Interdisciplinary:

- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

 **Arts:**

- A: Knowing and understanding
 - C: Thinking creatively
-

Knowledge and Skills Knowledge and skills: Song choice and curation, and ability to justify choices.

**Music, Technology, and Media
(8 weeks (9 hours))**

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Communication

Related Concepts

 Arts

- Composition
-

Scientific and technical innovation

Global context

Exploration to Develop:
Digital life, virtual environments and the Information Age

Conceptual Understanding

Technology allows us to communicate and compose music.

Statement of Inquiry

Statement of Inquiry:

Technology is a powerful tool for innovation in music.

Inquiry Questions:

- F** Recording and Playback: What are the innovations in music playback and recording?
 - D** Technology: Does music technology help musicians or replace them?
-

MYP Assessment Criteria

Knowledge and Skills

**A Crash Course in Music History
(4 weeks (6 hours))**

Authors: Christina Hopgood

Key & Related Concepts

Key Concepts

Change
Culture

Related Concepts

 Arts
• Genre

Global context

Orientation in space and time

Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Conceptual Understanding

Genres throughout music history are reflections of change in the world and culture.

Statement of Inquiry

Statement of Inquiry:

This unit is a crash course in music history; how Western Art music has developed since the Middle Ages.

Inquiry Questions:

- D** Medieval music: What was rhythm like in medieval music?
 - C** Renaissance music: How did harmony change in the renaissance period?
 - F** Baroque and classical music: How can you tell baroque and classical music apart?
-

MYP Assessment Criteria

Knowledge and Skills

Research skills; critical listening skills; explaining skills.

Digital Design (MYP2)

Unit Title

Communicating with the Web (10 weeks)

Authors: Muhsin Gunaydin

Key & Related Concepts

Key Concepts

Communication

Related Concepts

 Design
• Form

Global context

Personal and cultural expression

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

The type of creativity that can be expressed depends on the form of communication. tmy

Inquiry Questions:

F : What is HTML

F : What is CSS

C : How does HTML and CSS work together

D : Is only HTML and CSS sufficient to create a modern web page

MYP Assessment Criteria

Knowledge and Skills
