

MYP 2 CURRICULUM
AY 2015-2016

MYP 2 Math UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual Conceptual Debatable	OBJECTIVES	ATL SKILLS	CONTENT
1	Form	pattern, quantity, representation	Orientation in space and time	Recognizing the form of a number is key to discovering patterns.	F: Does the form of a number affect the nature of the situation ? C: why is the size and type of number important in real life? D: Is there a bigger infinity than infinity?	Ai. ii. iii B: i. ii. iii Ci, ii, iii. Diii, iv, v	Thinking, Communication	Number Theory 1. Whole numbers 3. Properties of numbers 4. Fractions 6. Decimal numbers 7. Percentage
2	Logic	Justification, model, simplification	Orientation in space and time	Decision-making through logic can be improved by using a model to represent relationships in space	F: C:	Ai. ii Ci. ii. D ii, iii, v	Thinking, Communication, Self-management	Algebra 5. Patterns and models 8. Expressions and evaluations 10. Expansion and factorisation 12. Ratio and proportion 13. Equations 16. Problem solving 17. Line graphs 23. Algebraic fractions
3 IDU w/ Design (phone	Form	Equivalence, justification, space	Identities and relationships	Understanding form and shape may enhance one's creativity.	F: How can we calculate/measure perimeter, area and volume of geometric bodies?	Aii, iii Biii. C I, iv, v Di, iii, iv	Thinking, Communication	Geometry 2. Angles, lines and parallelism 9. Length and area

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stand)					C: How can we measure the space around us? D: Is there only one definition of geometry?			11. Further measurement 14. Polygons 15. The geometry of solids 18. Circles
4	Relationships	Change, generalization, justification,	Identities and relationships	Discovering mathematical relationships can lead to a better understanding of how environmental systems evolve.	F: Do formal arrangements and relationships give organization to complex issues? C: How can organized data help to understand the world around us? D: Are statistics facts?	A ii, iii B i, ii, iii. C I, ii, iii, iv, v D I, ii, iii	Thinking, communication, reasearch	Statistics and Probability 19. Chance 20. Statistics 21. Sets 22. Rates

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MYP 2 SCIENCE UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual, Conceptual Debatable	OBJECTIVES	ATL SKILLS	CONTENT
Unit 1 Pure substances, elements and compounds/ Unit 2 Periodic table Unit 1 and 2 should be combined since it is the same	Relationships	Consequences Environment	Scientific and technical innovation: Systems, models, methods; products, processes and solutions	The work of scientists has led to our understanding of what matter is made of and how it has led to the periodic table.	FQ: What is the atomic theory? CQ: How can we use the Periodic Table of the Elements to understand the elements' properties? DQ: How does the law of conservation of mass is used to explain phenomena in our daily life?	Ai, ii, iii Bi, ii,iii,iv Ci, ii, iii, iv, v Di, ii, iii, iv .	Communication skills Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Critical thinking skills Draw reasonable conclusions and generalizations and conclusions Revise understanding based on new	Explain the structure of an atom. Define atomic number and mass number. Explain what a molecule is. Classify substances as atoms or molecules. Explain how the Periodic Table was developed. Explain how the modern Periodic Table is arranged. Identify the location of metals, non-metals and metalloids on the Periodic Table. Explain the difference in groups and periods on the Periodic Table. Identify the location and key properties of alkali metals, alkaline earth metals, transition metals, halogens and noble gases. Define compound. Classify substances as elements or compounds. Identify the elements present in a compound from its formula. Explain the difference between a pure substance and a mixture. State the Law

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							information and evidence	of Conservation of Mass. Describe what happens in a chemical reaction
Unit 3 Mixtures and solution	Systems	Balance Environment Transformation	Globalization and sustainability	The system of separating mixtures is important for supplying clean water for communities .	FQ: What is a mixture? CQ: How can we identify the different types of mixtures? DQ: What is the importance of purifying water in our modern society?	Ai, ii, iii Bi, ii,iii,iv Ci, ii, iii, iv, v Di, ii, iii, iv	Communication Skills Use and interpret a range of discipline-specific terms and symbols Critical thinking skills Revise understanding based on new information and evidence	Homogeneous and heterogeneous mixtures. Suspensions, colloids and solutions, Methods to separate mixtures into its components. The importance of purifying water.
Unit 4 Useful energy	Change	Energy Environment Transformation	Scientific and technical innovation Systems, models, methods; products, processes and solutions	Energy can be applied in different environments.	FQ: What is energy? CQ: What are the different types of energy and their transformations? DQ: How does the law of Conservation of Energy helps us to improve the way we use	Ai, ii, iii Ci, ii, iii, iv, v Di, ii, iii, iv	Information literacy skills Collect, record and verify data Access information to be informed and inform others Make connections between various sources	Describe the different forms of energy, e.g. light, heat, and how they can be identified by their source, e.g. solar, wind, etc. Describe what qualitative and quantitative measurements are, and also some of the means of measuring different forms of energy. Know the SI unit of energy, the Joule (J) and also calorie (cal) and kilowatt hour (kWh). Know the value of the prefixes kilo-, mega-, giga-, and tera-. Know how to

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					energy at home?		of information Collaboration skills Delegate and share responsibility for decision-making Take responsibility for one's own actions	convert between Joules and the above units of energy, including the prefixes. Know the three major temperature scales. State the Law of Conservation of Energy.
Unit 5 Cells	Systems	Balance Interactions	Identities and relationships	Cells interact to form an active balance system which depends on people's lifestyle.	FQ: What is the unit of life? CQ: How the cell theory can be explained with examples? DQ: What are the boundaries of life when considering the Cell Theory?	Ai, ii, iii Bi, ii,iii,iv Ci, ii, iii, iv, v Di, ii, iii, iv	<i>Exchanging thoughts, messages and information effectively through interaction</i> • Use appropriate forms of writing for different purposes and audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with	Every living organism is made up of cells. In this unit students will study cell structure and how cells work. They will also see in order to deal with an organism you must deal with its cells. This knowledge will help students understand many different health issues.

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							peers and teachers <i>Reading, writing and using language to gather and communicate information</i> • Find information for disciplinary and interdisciplinary inquiries, using a variety of media D• Organize and depict information logically	
Unit 6 Forces and Fluids	Change	Energy , Form	Scientific and technical innovations	How forces act in fluids can make our commuting easier.	FQ: What is the density of an object? CQ: How do different objects present different densities when their shape has changed? DQ: What are the limitations to currents when changing the different type of fluids?	Ai, ii, iii Bi, ii,iii,iv Ci, ii, iii, iv, v	Critical thinking skills <i>Analysing and evaluating issues and ideas</i> • Practice observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument	How to calculate the density of matter, Density of irregularly shaped solids The relationship between density of solids and their shape Convection currents in fluids Pressure

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Unit 7 Body systems	Systems	function balance	Identities and relationships: Physical, psychological and social development; transitions; health and well-being; lifestyle choices	An understanding of how our body systems operate can help us in maintaining a healthy and functional body.	<p>FQ: How do organ systems are formed?</p> <p>CQ: What is the function of the digestive and circulatory systems?</p> <p>DQ: How do the systems studied are inked together when working under healthy conditions?</p>	<p>Ai, ii, iii</p> <p>Bi, ii,iii,iv</p> <p>Ci, ii, iii, iv, v</p> <p>Di, ii, iii, iv</p> <p>.</p>	<p>Communication skills</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>Negotiate ideas and knowledge with peers and teachers</p> <p>Reading, writing and using language to gather and communicate information</p> <p>Find information for disciplinary and interdisciplinary inquiries, using a variety of media</p> <p>Organize and depict information logically</p>	<p>Describe the difference between tissues, organs and systems. Know the names of body systems and their main functions. Know the names of the main organs of the digestive system and what processes occur in each. Describe the meaning of the terms physical and chemical digestion and why both are needed. Know the different food groups, why we need them and some good sources. Understand where in the digestive system each of the main food groups is chemically digested. Know the roles of the muscles in the digestive system. Know the function of the circulatory system. Understand the structure and function of arteries, capillaries and veins and the reason for their structure. Understand the structure and function of the heart and the reason for its structure. Explain how the kidneys work, in simple terms. Know the main components of blood and their function.</p>
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MYP 2 I&S UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1	Systems	Causality: cause and consequence Choice	Orientation in time and space	Insight in natural systems and human adaption to it with its causalities may be essential for a sustainable cultural and personal orientation in time and space.	<p>Factual: What are weather and climate? What is the atmosphere? Why is the atmosphere important? What is the Hadley cell?</p> <p>Conceptual: How do we change the atmosphere and how can we notice its effects? How can we adapt to changes in weather and climate? How can civilizations adapt to regional</p>	<p>Ai. Aii Biii Biv Ci Cii Ciii Di Dii Diii</p>	<p>Communication Social Self-management Research Thinking</p>	<p>GEOGRAPHY ELEMENTS Basic knowledge and skills in climatology and atmosphere. Understand natural actors' impact on humans and their living. Structure of the atmosphere Climatic elements and factors Global atmospheric circulation, weather maps Climate change Overviews of climate zone and their usage of humans</p> <p>HISTORY ELEMENTS Historical connections between climate, culture and civilisation (and their changing nature) Human understanding and awareness of the power of climate over time</p>

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					and local climate and weather? Debatable: Do changes in the atmosphere matter in a modern society?			
2	Change	Sustainability Resources	Globalization and sustainability	Changes of natural and social landscapes due to processes of globalization may affect a sustainable development.	Factual: What are the characteristics of specific landscapes? What factors influence and shape landscapes? Conceptual: How can civilizations adapt to different environments and landscapes. How do landscapes and cultures interact? Debatable: What drives human's actions?	Ai. Aii Biii Biv Ci Cii Ciii Di Dii Diii	Communication Social Self-management Research Thinking	GEOGRAPHY ELEMENTS Landscape change and environmental issues Causes and processes of landscape change HISTORY ELEMENTS Landscape as catalyst for migration, trade and other interaction between civilization Historical consumption and concern for scarcity of resources
3	Time, place and space	Globalization	Globalization	Globalization processes and developments may	Factual: What is the	Ai. Aii	Communication	GEOGRAPHY ELEMENTS Explain causes and effects of population

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		Sustainability		have diverse effects on humans and cultures related to time, place and space.	<p>green revolution? What is migration?</p> <p>Conceptual: How did population developed over the civilized history? How can migration help to equalize regional povertiy?</p> <p>Debatable: Is overpopulation a racist term? Is there a limit of population on planet Earth?</p>	<p>Bi Bii Biii Biv Ci Cii Ciii Di Dii Diii Div</p>	<p>Social Self- management Research Thinking</p>	<p>dynamics Exemplary region (e.g. China) and the world in change:</p> <p>HISTORY ELEMENTS Population development over time and it's social and environmental impact Innovation and Government intervention over time</p> <p>POLITICS ELEMENTS: The role of Government in deal with environmental and social issues</p>
4	Global interaction	Disparity and equity Perspective	Fairness and development	Absolute and relative location as well as global interactions can have consequences for human and economic development.	<p>Factual: What is poverty? Conceptual: How can we fight poverty? How does free trade foster regional poverty? Debatable: Is global and regional inequality necessary for civilized</p>	<p>Ai. Aii Bi Bii Biii Biv Ci Cii Ciii Di Dii Diii Div</p>	<p>Communication Social Self- management Research Thinking</p>	<p>GEOGRAPHY ELEMENTS Explain causes and effects of population migration Developed vs. Developing</p> <p>HISTORY ELEMENTS North/South conflict Women's Rights and concern for the poor over time</p> <p>ECONOMICS ELEMENTS Global economy: The cost of population The "Trickle Down" Effect</p>

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					development? Women empowerment is first priority for a fairer and better world. What is a fair world?			
5	Global interaction	Power Choice Resources	Fairness and development	Global interactions and power over natural and human resources may have consequences on economic and cultural development.	Factual: What is a resource? What is scarcity of resources? Conceptual: Who makes profit from natural resources? Who manages resources? How can we decrease our consumption of resources? Debatable: Who owns our natural resources? Do resource-rich countries have bigger disparities? Is a fair resource management possible?	Ai. Aii Biii Biv Ci Cii Ciii Di Dii Diii Div	Communication Social Self-management Research Thinking	GEOGRAPHY ELEMENTS Resource scarcity, e.g. water HISTORY ELEMENTS Become acquainted and explain the impact of human actions and interregional interactions The concept of resource ownership over time ECONOMICS ELEMENTS Management/Exploitation of resources

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Unit 3 Soccer	Relationships	Space Balance System	Orientation in space and time.	Teamwork plays an important role to the success of any activity.	Factual: In what circumstance does a referee give a yellow or a red card? Conceptual: Why is tactic important? Debatable: Who is more important - players or coach?	C. ii D. iii	Communication skills Thinking skills	Apply the skills and knowledge Rules
Unit 4 Movement Composition Aesthetic Activities	Relationships	Space Balance Movement	Personal & Cultural Expression	Everyone moves to the beat of a different drum.	Factual: What inspires us to move? Debatable: Why is rolling important for safety?	B. i C. ii D. iii	Self-management Skills	Rolling Safety roll Shoulder rolls. Balancing Jumping Good landings
Unit 5 Racket sports Badmi	Relationships	Space Balance Function	Scientific and technical innovation	Knowing where to position oneself on the court is important to the success of the game.	Factual: What skills do you need to use in game? Conceptual: Why is playing	C. iii D. i	Communication skills Social skills	Perform the backhand stroke Rules and regulations Positioning on the court

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nton & Ping pong					badminton good for your body? Debatable: What makes a good performance?			How to outwit an opponent
Unit 6 Swim ming	Change	Perspectiv es interaction Balance	Scientific and technical innovation	Making good choices as a role model will greatly affect your positive influence on others.	Factual: How is flotation affected by balance, water pressure, and specific gravity?	A Knowing and understandin g ii C. Applying and performing iii	Communicatio n skills Social skills	Recognizing the importance of safety within the environment Basic Back Crawl

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MYP ½ L&L ENGLISH UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1 "Nobody is an Island"	Perspective	Point of View Self Expression	Orientation in Space &Time (Possible exploration: Who are we?)	Different points of view elaborate our understanding of our perspective, ourselves, and our place in the world.	F: What effect does first, second, and third person have on a narrative? , C : Does placing ourselves in a character's shoes make understanding a character's decisions difficult? , D : Is the violence in chapter four avoidable or part of our nature?	A 1, 2, 3 B 2 C 1, 2 D 1, 2, 3, 4	Communication: Negotiate ideas and knowledge with peers and teachers. Self- Management: Plan long and short term assignments; meet deadlines.	A suitable novel of the teacher's choosing. (Past novels used: The Island of the Blue Dolphins) Students will: (1)Write creative free writing works (2)participate in Socratic seminars (3)write an extended length essay
2 "Story Me"	Connections	Style Intertextuality	Identities &Relationships (Possible exploration:a story and its connection to self)	Stories' different styles can help us grow by showing us the connections in the relationship between our inside universe and the outside one.	F : What are the elements of fiction that create story? , D : Is the best thing to do, when encountered by a harsh situation, to keep the	A 1, 2, 3, 4 B 3 C 3 D 1, 2, 3, 4, 5	Communication: Read critically and for comprehension. Social: Listen actively to other perspectives and ideas.	Asstd. short stories/ poems/ songs (Past stories used: Kurt Vonnegut's "Harrison Bergeron", Ray Bradbury's "All Summer in a Day"...) Students will:

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					suffering to yourself? , C : How does an author effect changes in tone?			(1)Write creative free writing works (2)participate in Socratic seminars
3 “The Poet’s Canvas”	Creativity	Point of view Style	Personal & Cultural expression (Possible exploration: iconic texts)	A poet makes use of a particular style to express their creativity and point of view.		A 1, 2, 3, 4 B 1, 2 C 1, 2 D 1, 2, 3, 4, 5	Communication: use appropriate forms of writing, negotiate ideas,	Asstd. poems Students will: (1)Write creative free writing works (2) participate in Socratic seminars (3) create a poetry anthology
4 “All I’ve Ever Unwanted ”	Communication	Context & Setting	Fairness & Development (Possible exploration: how society judges fairness)	Dystopian novels can use communication and miscommunication within a future context to illuminate what is fair in our present society.	F : What are the characteristics of a dystopian novel? , C : Are Dystopian novels not written about the future but written about	A 1, 2, 3, 4 B 1, 3 C 1,2 D 1, 2, 3, 4, 5	I. Communication: Read critically and for comprehension III. Organization Skills: Plan short and long term assignments;	A dystopian novel <i>tbd.</i> (Past novels used: <i>The Unwanted</i>) Students will: (1)Write creative free writing works (2)participate

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					the present? , D : Is a hero in a dystopian novel made a hero because of his surroundings or did he/she always have the ability?		meet deadlines	in Socratic seminars (3)create a short play that re-works the novel
5 The Blind Bard	Creativity	Character & Theme	Globalization & Sustainability (Possible exploration: language and its effect on portraying world issues, slogans)	The creation of archetypical characters extend upon our modern globe as still familiar themes.	F: What are the characteristics of an epic? D : Does Odysseus perpetuate a cycle of violence? , C : Why do epic Greek heroes have both a mighty strength and a flaw in their character?	A: 1, 3 B: 2 C: 1, 3 D: 1, 2, 3, 4, 5	VIII Critical Thinking: Evaluate evidence and arguments II. Collaboration: Practice empathy	A suitable novel of the teacher's choosing. (Past novels used: Gareth Hinds graphic novel <i>The Odyssey</i>) Students will: (1)Write creative free writing works (2)participate in Socratic seminars (3)create a multimedia piece

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MYP 2 L&L CHINESE UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT Identify exploration	STATEMENT OF INQUIRY	QUESTIONS FQ CQ DQ	OBJECTIVE S Identify strands	ATL SKILLS	CONTENT identify factual, procedural & conceptual knowledge
1	CREATIVITY	Self-expression Purpose Meaning	Personal and cultural expression: creation	Authors can be very creative in bringing across their purpose and meaning to their readers.		C D	Self-management skills	Narratives writing
2	COMMUNICATION	Audience imperatives Purpose Theme	Globalization and sustainability	Authors consider their audience before communicating information of global significance,		B C	Social skills ; Communication skills	Expository
3	PERSPECTIVE	Point of view Context Style	Orientation in space and time	Historical contexts influence authors' perspectives.		A B	Self-management skills ; Thinking skills Communicationskills	Argumentative writing
4	CONNECTION	Purpose Character Genres Style	Identities and relationships	Writers make use of purposeful language in order to influence readers' thoughts, actions and decisions.		A D	Self-management skills; Social skills	Practical writing – clarify please

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MYP ½ L&L German UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1 Friendships and social relationships (Aufsatz /Erzaehlen)	Communication	Audience imperatives purpose	Identities and Relationships (possible exploration/moegliche allgemeine Fragestellung: In wie Fern traegt Kommunikation (schriftlich oder muendlich zu sozialen Beziehungen bei?)	Literary texts use language intended to address audiences to make identities and relationships evident.	FQ: Welches sind die verschiedenen Aufsatzarten/ ? CQ: Warum muss man diese kennen? DQ: Ist Schreiben sinnvoll?	A: i, iii, iv B: i,ii C: i, ii D: i,ii, iii, v	Communication Writing / exploring language (guided/creative writing) reading	Analyse and create stories about own experiences/friendships/social contexts (U1, U2,U3), proper language use
2 Guided writing (Schreibformen - Aufsatz)	Perspective	Self expression purpose	Personal and Cultural Expression (possible exploration/moegliche allgemeine Fragestellung: In wie Fern eroeffnet formal richtiges Schreiben Perspektiven?)	Critical writers create their perspective purposefully to express themselves personally and culturally	FQ: Was ist "guided writing" ? CQ: Warum ist es gerade in der Muttersprache wichtig? DQ: Diskutiere die Relevanz sprachlicher Etikette.	review, report, presentation A: i; ii C: i; ii; iii; iv D: i; ii; iii,iv	Thinking and communicating objectively Exchanging thoughts	Letters, petitions, arguments, purposeful writing (U3, U4) , proper and adequate language use
3 Short literary texts (kurz und knackig)	Connections	Genres Intertextuality	Personal and cultural expression (possible exploration/moegliche allgemeine Fragestellung: In wie Fern werden durch Kurzprosa Bruecken	Historical contexts shape literary genres	FQ: Was sind Kurzgeschichten? CQ: Welche Arten von Kurzgeschichten kennst du? DQ: Wo erkennst du Themen deines Lebens in Kurzprosa?	A: i, ii, iii, iv C: i, ii D: i , iii, iv	Research, reading	Tales, fables, legends, heroic legends Maerchen/Sagen /Heldengeschichten/Fabeln

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			zwischen den Generationen und deren Konflikten errichtet)					
4. Language in use	Creativity	Structure, style, purpose	<p>Orientation in time and space</p> <p>(possible exploration/moegliche allgemeine Fragestellung: In wie Fern traegt Kommunikation (schriftlich oder muendlich) zu Offennheit und Toleranz bei?</p>	Understand language as a tool to create structure, style and purpose	<p>FQ: Was sind Sprachbetrachtung und Grammatik?</p> <p>CQ: Warum ist es sinnvoll, sich mit Sprache zu beschaeftigen?</p> <p>DQ: Ueberlege, wie Sprache kreativ und dennoch sinnvoll in unterschiedlichen Kontexten angewendet werden kann.</p>	B: i, D: I,ii,iii; vi, v	Self-Management (Managing time and Tasks effectively)	Newspapers, booklets,

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MYP ½ L&A ENGLISH UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual Conceptual Debatable	OBJECTIVES IDENTIFY STRANDS	ATL SKILLS	CONTENT (Phases 2/3) <i>[includes projects/assignments/homework; PAH]</i>
1 Becoming Myself: Social Relationships	Connections	Message, Audience	Identities and Relationships	Adolescence is a natural time of life to begin exploring, making connections and expressing one's unique identity.	FQ: What do teens do to express themselves today? CQ: How do you express yourselves to create your identity? DQ: Do teenagers express themselves more effectively today compare to 50 years ago?	B: 1, 2 C: 1, 2, 3, 4 D: 1, 2, 3	Communication	<p><i>Visual/oral Exp:</i> Create personal emblems/ logos/ avatars Self-portrait/related illustration (adjectives of appearance/personality)</p> <p><i>Literacy/oral Exp:</i> Autobiography Design your own identity-menu Quick questions</p> <p><i>PAH (Literacy/oral):</i> Book chapter logs: No Singing: Yes (lyrical expression) Journals: Yes Debate: DQ Presentation/speech: Yes (bio) Pen-pals: Yes Letter to: No</p> <p><i>Questions</i> Brainstorm: FQ Discussion: CQ, DQ Question extensions: All Qs</p> <p><i>Textbooks (phase 2)</i></p>

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								<p>AM3B Unit 1, 6 Topics: give advice, dreams, questionnaire, ambition, American immigrant, family and friendship Grammar: present perfect, irregular past participles, since/ for..., simple present passive</p> <p><i>Textbooks (phase 3)</i> AM4A Unit4 Topics: working life, personality, jobs, interviews Grammar: Future tenses, going to...</p>
2 Communication & Media	Communication	Meaning, Word Choice	Personal and Cultural Expression	There are several tools available to communicate with others and express our ideas and opinions.	<p>FQ: What are some types of media which people use to communicate with now? CQ: How is communication enhanced by media? DQ: Does social media play an important role in education?</p>	<p>A: 1, 2 B: 1, 2 C: 1, 2, 3, 4 D: 1, 2, 3</p>	Thinking	<p><i>Visual/oral Exp:</i> Create a slide video (self-express) Visual literacy topics (related)</p> <p><i>Literacy/oral Exp:</i> “one-format-all-formats” (Topic: newspaper, business email, personal letter, advertisement poster, brochure, classified ad, complaint, comic, etc.)</p> <p>PAH (<i>Literacy/oral</i>): Book chapter logs: Yes Singing: Yes Journals: Yes</p>

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								<p>Debate: DQ Presentation/speech: Yes (news) Pen-pals: No Letter to: Yes (petition, etc)</p> <p><i>Questions</i> Brainstorm: FQ Discussion: CQ, DQ Question extensions: All Qs</p> <p><i>Textbooks</i> AM3 Unit 2, 7 Topic: movies, books, reviews Grammar: present perfect yet/ already/ just, present perfect vs. simple past, used to, neither do I..</p> <p><i>Textbooks</i> AM4A Unit 5 Topic: Books, reasons, reviews Grammar: So, such, phrasal verbs</p>
3 Global Issues	Culture	POV, Purpose, Structure	Globalization and Sustainability	All cultures are important and what we do can impact the world we live in.	FQ: What are the ways that different cultures interact with the environment? CQ: How are humans influenced by the environment? DQ: In response to	B: 1, 2 C: 1, 2, 3, 4 D: 1, 2, 3	Research	<p><i>Visual/oral Exp:</i> Ego vs eco</p> <p><i>Literacy/oral Exp:</i> Infoposter (cultural card ext.)</p> <p>PAH (<i>Literacy/oral</i>):</p>

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					globalization, is it possible to retain cultural uniqueness?			<p>Book chapter logs: Singing: Within temptation Journals: Environmental related Debate: DQ Presentation/speech: Earth day Pen-pals: No Letter to: No</p> <p><i>Questions</i> Brainstorm: FQ Discussion: CQ, DQ Question extensions: All Qs</p> <p><i>Real world issues:</i> Disappearing languages Disappearing tribes Disappearing knowledge Disappearing species Globalization, global warming, natural disasters, climate change</p> <p><i>Textbooks</i> AM3 Unit 8, 11, 12 Topic: natural disaster, ecology, heroes/ heroines, California Grammar: past passive, reported speech</p> <p><i>Textbooks</i> AM4A Unit6 Topic: Events, planning, permission</p>
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								Grammar: make, let, be, allowed to, passive
4 Science & Technology	Creativity	Context, Function, Idiom	Scientific & Technical Innovation	Our understanding of our surroundings helps us live better.	FQ: What technology has helped people live better? CQ: How does technology change the way people live? DQ: Does technology help people save time?	A: 1, 3 B: 1 C: 3, 4 D: 2, 3	Self- Management	<p><i>Visual/oral Exp:</i> Own inventions: time saving/live better/ quality of life (what is motivating aspect? Self, other) Instructions on use (step)</p> <p><i>Literacy/oral Exp:</i> New product (descriptions, benefits, etc) In the future</p> <p>PAH (<i>Literacy/oral</i>): Book chapter logs: Yes Singing: No Journals: Yes (technology) Debate: DQ Presentation/speech: New products/own inventions Pen-pals: SKYPE vs email/letter</p> <p><i>Questions</i> Brainstorm: FQ Discussion: CQ, DQ Question extensions: All Qs</p> <p><i>Video analysis:</i> Wall-E</p> <p><i>Real world issues:</i> Renewable energy, natural</p>

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								<p>sciences, technological incompetence, cluster bombs, atomic weapons, military armament, facebook</p> <p><i>Textbooks</i> AM3 Unit 3, 5, 9, 10 Topic: preference, reasons, sciences, dilemmas, questionnaires Grammar: future tense, second conditional, reflexive pronouns, relative pronouns...</p> <p><i>Textbooks</i> AM4A Unit 2 Topics: Space, reasons, stories, science fiction Grammar: Past tense, narratives</p>
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MYP ½ L&A CHINESE (phase3&4) UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual Conceptual Debatable	OBJECTIVES	ATL SKILLS	CONTENT
1 Culture 8.31-11.6 45days (33h)	Culture	Message, Conventions ,	Personal and Cultural Expression • artistry, craft, creation, beauty	The way we communicate may reflect our own culture.	FQ: What do Chinese people eat in festivals? CQ: What is the meaning of the color red in different countries? DQ: Should we continue celebrate the traditional festival now?	B: i; ii; iii; iv C: i; ii; iii D: i; ii; iii	Social	CME5 &CHINESE 12 Western's traditional festival Red culture in China
2 Global Issues 11.9-2.4 48days(36h)	Connections	POV, Purpose	Globalization and Sustainability • human impact on the environment	Everyone has an opinion when it comes to environmental issues.	FQ: What kinds of pollution do we suffer from? CQ: What is healthy living ? DQ: How to use a right way to protect our environment?	A: i; ii; iii C: i; ii; iii; iv D: i; ii; iii	Research	CME5 &CHINESE 12 environmental pollution Healthy living
3 Communication and Media 2.15-4.22 47days (35h)	Creativity	Audience, Meaning,	Orientation in Space & time • epochs, eras, turning points and	Media in different eras have made use of various tools to communicate creatively.	FQ: What kinds of media do you know? CQ: How does new technology affect our lives?	A: i; ii; iii C: i; ii; iii D: i; ii; iii	Communication	<i>CME5 &CHINESE 12</i> <i>Communication with the media</i> <i>new science and</i>

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			'big history'		DQ: Should we continue to develop new media ?			<i>technology</i>
4 Leisure and work 5.4-7.1 40days(30h)	Communication	Meaning, Message,	Orientation in Space & Time • peoples, boundaries, exchange and interaction	The way we communicate affect our exchange and interaction with others.	FQ: What kinds of way do you like to relax? CQ: What is good a way for teenagers to spend the holiday? DQ: Is traveling a need or a want?	B: i; ii; iii; iv C: i; ii; iii; iv D: i; ii; iii	Thinking	<i>CME5 & CHINESE 12</i> <i>Recreation and Leisure</i>

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MYP 2 Design Unit	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1 Lego Sumo	Development	Ergonomics Function	Scientific and Technical Innovation -Systems, models, methods; products, processes and solutions	Scientific advancement allows humans to develop efficient and functional objects for leisure activities.	<p>FQ: What is Lego EV3?</p> <p>CQ: How do we program robots to move and push other bots?</p> <p>How sturdy should your design be so that your robot won't break?</p> <p>To what extent does scientific advancement allow humans to develop efficient and functional</p>	<p>A. Inquiring and Analyzing</p> <ul style="list-style-type: none"> ❖ Explain and justify the need of a solution ❖ Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem. ❖ Analyze a group of similar products that inspire a solution to the problem ❖ Develop a design brief, which presents the analysis of relevant research <p>B. Developing Ideas</p> <ul style="list-style-type: none"> ❖ Develop a design specification which outlines the success criteria for the design of a solution based on data collected ❖ Present feasible design ideas, which can be correctly interpreted by others ❖ Present the chosen design ❖ Create planning drawing/diagram which outlines the main details for making the chosen solution <p>C. Creating the Solution</p> <ul style="list-style-type: none"> ❖ Construct a logical plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ❖ Demonstrate excellent technical skills when making the solution ❖ Follow the plan to create the 	<p>Communication Skills - Give and receive meaningful feedback. Share ideas with multiple audiences</p> <p>Self-Management Set goals that are challenging and realistic</p> <p>Thinking Skills – Interpret data, Evaluate evidence and arguments</p>	<p>Lego EV3</p> <ul style="list-style-type: none"> • Use of tools • Use of sensors • Use of loops and switches • Using constants and variables

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					<p>objects for leisure activities?</p> <p>DQ: Have we become too dependent on technology for amusement?</p>	<p>solution, which functions as intended</p> <p>list the changes made to the chosen design and plan when making the solution</p> <ul style="list-style-type: none"> ❖ Present the solution as a whole <p>D.Evaluating</p> <ul style="list-style-type: none"> ❖ Describe detailed and relevant testing methods, which generate data, to measure the success of the solution. ❖ Explain the success of the solution against the design specifications ❖ Describe how the solution can be improved ❖ Describe the impact of the solution on the client/target audience. 		
<p>2 Customized Phone Stands for the office worker</p> <p>IDU W/ MATHS (MEASUREMENTS)</p>	Communities	Perspective Markets and Trends	Personal and Cultural Expression -Artistry, craft, creation, beauty	<p>Applying personal approach to design encourages communities to purchase trendy products.</p>	<p>FQ: What is Autodesk Inventor?</p> <p>CQ: What should be the minimum dimensions to fit the USB cable to the stand?</p> <p>To what extent can the application of personal</p>	<p>A.Inquiring and Analyzing</p> <ul style="list-style-type: none"> ❖ Explain and justify the need of a solution ❖ Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem. ❖ Analyze a group of similar products that inspire a solution to the problem ❖ Develop a design brief, which presents the analysis of relevant research <p>B.Developing Ideas</p> <ul style="list-style-type: none"> ❖ Develop a design specification which outlines the success criteria for the design of a solution based on data collected ❖ Present feasible design ideas, which can be correctly interpreted by others 	<p>Research Skills – find specifications, dimensions and well loved usb designs in the market, process data and report results</p> <p>Communication Skills – use variety of media to communicate with various audiences,</p>	<p>Autodesk Inventor/ Autodesk Fusion 360</p> <ul style="list-style-type: none"> • Tools usage • Use of spheres and blocks • 3D shaping and smoothing <p>Makerbot 3D</p> <ul style="list-style-type: none"> • Setting to STL • Tools familiarization • 3D Printing

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					<p>approach to design encourage communities to purchase trendy products?</p> <p>DQ: Should we always succumb to the latest trends in technology?</p>	<ul style="list-style-type: none"> ❖ Present the chosen design ❖ Create planning drawing/diagram which outlines the main details for making the chosen solution <p>C. Creating the Solution</p> <ul style="list-style-type: none"> ❖ Construct a logical plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ❖ Demonstrate excellent technical skills when making the solution ❖ Follow the plan to create the solution, which functions as intended list the changes made to the chosen design and plan when making the solution ❖ Present the solution as a whole <p>D. Evaluating</p> <ul style="list-style-type: none"> ❖ Describe detailed and relevant testing methods, which generate data, to measure the success of the solution. ❖ Explain the success of the solution against the design specifications ❖ Describe how the solution can be improved ❖ Describe the impact of the solution on the client/target audience. 		
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MYP 2 Drama UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT (exploration)	STATEMENT OF INQUIRY	Factual Q Conceptual Q Debatable Q	OBJECTIVES	ATL SKILLS	CONTENT
1 Tableau	Communication	Audience Interpretation	Personal and Cultural Expression	An audience's interpretation of mood can be communicated by light, color, and sound.	<p>FQ: What does happy (or scary) music sound like?</p> <p>CQ: Why do some playwrights choose to work without sound or pronounced color?</p> <p>DQ: Can a sound (music, song, sound effect) that is typically associated with a certain mood be used to convey the opposite effect?</p>	<p>Ai, ii, iii</p> <p>Bi, ii</p> <p>C i, iii</p> <p>Di, ii, iii</p>	Critical Thinking Skills: Examine the influence of the color, light, and sound to create mood	<p>Students will:</p> <p>~analyze works of art, focusing on the color and the use of light to create mood.</p> <p>~analyze the use of sound (music, song, and sound effects) to create mood</p> <p>~perform a tableau by finding a background image and sound to convey the same mood as in a famous artwork</p> <p>~reflect on their learning, and participate in the assessment of self and others, both in open discussion and in their process journals</p>

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2 Greek Theatre	Identity	Structure	Orientation in Time and Space	In many cultures, <i>how</i> something is communicated can be more important than <i>what</i> is communicated.	<p>FQ: What was the purpose of the Greek chorus?</p> <p>CQ: What is the power of <i>ensemble</i>? How does structure affect communication?</p> <p>DQ: Is a view expressed en masse more powerful than by an individual person? When does an individual overpower the mass?</p>	<p>Ai, ii, iii Bi, ii C i, ii, iii Di</p>	<p>Research Information literacy skills: ~ Access information to be informed and inform others</p> <p>Self-management - Reflection skills: ~Use regular journaling to keep a record of reflections productively</p>	<p>~ Research history of Greek theatre.</p> <p>~ Design and create a Greek chorus mask using cardboard and masking tape or paper mache that can be used in performance.</p> <p>~Exploration of the purpose of a chorus: represent the audience, provide moral advice to the characters, narrate history/describe action/scenery, comment on themes of play. Exploration of chorus vocal techniques: speak in unison, call/respond, sing, pitches, elongate words, short/staccato, echo, dynamics,articulation of words, ripple, and exaggerated words. Exploration of Laban movements: bound, free, strong, light, direct, indirect, sudden, sustained, move together, synchronization, exaggerated movements.</p> <p>~ Create a choral narrative from a given myth/story within a group.</p> <p>~ Present their group choral piece.</p>
3 Mime	Communication	Role	Personal and cultural expression	Character can be clearly expressed without the need for verbal communication.	FQ: What are the key features of traditional mime and how	<p>Ai, ii, iii Bi, ii C i, ii, iii Di, ii, iii</p>	<p>Communication skills: ~ Interpret non-verbal communication</p>	<p>Students will</p> <p>~explore the features of mime and will develop their own storyboard ideas for a silent movie/performance. They will</p>

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				<p>effective are they in storytelling?</p> <p>CQ: Can mime be considered serious theatre or is it a form of play? (What is play?)</p> <p>DQ: How do we verbally "say" one thing and physically "say" another? Is this the same across cultures or genres?</p>		<p>techniques and use them purposefully ~ Give and receive appropriate feedback</p> <p>Information literacy skills: ~Access information to be informed and inform others</p>	<p>learn the features of linking, narrative and storytelling through non-verbal and physical action. ~develop and respond to various themes and develop ideas based around characters, plot, comic elements, etc. ~ In group and pair work students will respond to stimulus and develop their own mime performances. ~ By identifying mime conventions, students will be able to identify and discuss the various conventions and techniques of mime and be able to compare and contrast some of theconventions using well-known samples of work.</p>
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MYP 2 VISUAL ART UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1 Ecoliving Cartoon	Communication	Composition and interpretation	Globalization and sustainability – human impact on the environment. - Consumption, conservation, natural resources and public goods.	An artwork can serve to communicate an artist's interpretation of a global issue.	FQ: what means Ecoliving? - What is a Cartoon? - What conventions or elements can be identified as specific in cartoon art? CQ: How can you use art to communicate a message? In what ways can the arts influence or even change a society? DQ: When does art become labeled or provocative?	A – i. demonstrate awareness of the art form studied, including the use of appropriate language. B – i. demonstrate the acquisition and development of the skills and techniques of the art form studied. C – i. identify an artistic intention. D – i. identify connections between art forms, art and context, or art and prior learning	Communication skills – listen actively and endorse the views or opinions of others. Thinking skills – map the creative thought process in the arts process journal to generate new ideas and questions.	We want students to be sensitized about environmental issues. We want them to understand the concept of eco-living and how having a lifestyle that minimize the impact we have on the environment is Important today. The topic will include waste, energy, recycling, green building, clean transportation, food, products reviews and anything which is going to help people to live within ecological limits.
2 Graffiti Style name plate	Identity	Expression and style	Identities and relationships – identity formation; self-esteem; status; roles and role models.	A style of art can be the expression of one's own identity.	FQ: What means graffiti? CP: What messages can you identify in graffiti? DP: Do you consider graffiti as a form of art expression?	A- ii. demonstrate awareness of the relationship between the art form and its context B – ii. demonstrate the application of skills and techniques to create, perform and or/ present art. C – ii. identify	Creative thinking - identify problems and develop aims, goals and objectives in designing a storyboard. Self-management	Student will learn about different letter types and about graffiti styles of writing. They will investigate about graffiti and will record the information in their sketchbooks.

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						alternatives and perspectives. D – ii. recognize that the world contains inspiration or influence for art	skills – Plan the time needed to create an exhibition.	
3 Illustrate a song from the Beatles	Communication	Composition and interpretation	Personal and cultural expression – Social constructions of reality; philosophies and ways of life; belief systems; ritual and play.	An artist can communicate ideas to different audiences by interpreting a theme in many varied ways.	FQ: What is the message expressed in the song? CQ: How can you illustrate that message? DQ: Is it possible that a artwork could have multiple messages?	A – iii. demonstrate awareness of the links between the knowledge acquired and the artwork created. B – ii. demonstrate the application of skills and techniques to create, perform and/or present art. C – iii. demonstrate the exploration of ideas. D – iii- evaluate certain elements or principles of artwork.	Creative thinking - identify problems and develop aims, goals and objectives in designing a storyboard. Communication skills – listen actively and endorse the views or opinions of others.	Student will create a visual representation of one of the Beatles song.

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MYP 2 MUSIC UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual question Conceptual Qn Debatable Qn	OBJECTIVES	ATL SKILLS	CONTENT
1 Music of China	Identity	Expression Composition	Personal and cultural expression (Artistry, craft, creation, beauty)	The arts may express the identity of a culture.	FQ What pentatonic scale is frequently used in China? CQ. How is Chinese music influencing the western music in nowadays society? (And vice versa) DB. Are Chinese instruments popular in western countries?	A.I. Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language A.II. Demonstrate knowledge of the role of the art form in original or displaced contexts A.III. Use acquired knowledge to inform their artwork. B.I. Demonstrate the acquisition and development of the skills and techniques of the art form studied B.II Demonstrate the application of skills and techniques to create, perform and/or present art. C.I. Outline a clear and feasible artistic intention C.II. Outline alternatives, perspectives, and imaginative solutions C.III. Demonstrate the exploration of ideas through the developmental	Creative thinking (create original works and ideas)	Learn to play the recorder – short pentatonic melodies Learn to read and notate Chinese music Become familiar with Chinese instruments Understand the difference between classical Chinese music and simple Chinese songs

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						<p>process to a point of realization.</p> <p>D.I. Outline connections and transfer learning to new settings</p> <p>D.II. Create an artistic response inspired by the world around them</p> <p>D.III. Evaluate the artwork of self and others.</p>		
2 The Beatles	Communication	Expression Innovation	Scientific and technical innovation (Digital life)	Development in technology allows for new and expressive communication	<p>FQ. Who were the Beatles? What Beatles songs do we know? How did they record their songs? CQ. Why is creativity important in arranging songs an audience? How has technology changed the music industry? DQ. Is innovation essential in order to be popular in the music world today?</p>	<p>A.I. II III B.I II C. I II III D. I II III As above</p>	<p>Self management -plan short and long-term assignments; meet deadlines select and use technology effectively and productively</p>	<p>The Beatles and their place in the 20th century (1960's) The Beatles influence on popular/rock music Variety in song arrangements Arranging a Beatle's song using Garageband and recording singing on top of the accompaniment.</p>

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<p>3 Using Chords</p>	<p>Change</p>	<p>Boundaries Innovation</p>	<p>Orientation in time and space (relationships of notes and sound)</p>	<p>Aesthetics are enhanced by form – the pattern of musical ideas in ime.</p>	<p>FQ.What common ways can chords be played on the keyboard? CQ. Besides the piano keyboard, what other ways are there to express harmony? DQ.Why is harmony is important to us?</p>	<p>A.I. II III B.I II C. I II III D I II III As above .</p>	<p>Creative thinking/ (create original works and ideas; use existing works and ideas in new ways)</p>	<p>Major chords Root position, and inversions,block chords, broken chords, vamping Accompanying songs Learning about chordal instruments – guitar, piano, steel band,handbells, piano</p>
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