

MYP 1 CURRICULUM
AY 2015-2016

MYP 1 MATH UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual Conceptual Debatable	OBJECTIVES	ATL SKILLS	CONTENT
1 Operations with whole numbers	Form	Representation Pattern Justification	Scientific and technical innovations (Mathematical puzzles, principles and discoveries)	Whole numbers are represented in a form which justify patterns used to solve mathematical problems and puzzles.	Factual: How do we add, subtract, multiply and divide whole numbers? Conceptual: How can the order of operations help us to evaluate complex algebraic expression? Debatable: In a world with computers and calculators, is approximating and estimating numbers a useless endeavor?	Ai, ii, iii B. i. ii Ci, ii, iii, iv	Communication skills Use and interpret a range of discipline-specific terms and symbols Understand and use mathematical notation Critical thinking skills Practice observing carefully in order to recognize problems Identify trends and forecast possibilities	add/sub whole number div/multiplication whole numbers rounding numbers estimation & approximation operation whole numbers/word problems exponent notation order of operation power base 10 square and cubes factors divisibility test prime & composite
2 Fractions	Relationships	Measurement Quantity Representation	Scientific and technical innovations : Systems, models, methods; products, processes and solutions	Fractions present a relationship between different ways of measuring a whole amount	F: How do we determine if two fractions are equivalent? C: Can mixed numbers be represented as a proper fraction? D: Do we need	Ai, ii, iii Ci, ii, iii, iv Di, ii, iii	Communication skills Use appropriate forms of writing for different purposes and audiences Interpret and use effectively	representations and operations equivalent fractions simplifying fractions/lowest terms fractions of quantities comparing improper fractions & mixed numbers

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					mixed numbers if we can express fractions as proper and improper?		<p>modes of non-verbal communication</p> <p>Affective skills Practise focus and concentration</p> <p>Practise strategies to develop mental focus</p> <p>Thinking skills Consider ideas from multiple perspectives</p>	Fraction Operations Problem Solving
3 Decimal numbers and operations with decimals	Form	Equivalence Presentation	Scientific and technical innovation Systems, models, methods; products, processes and solutions	<p>Decimal numbers are equivalent to fractions but are presented in a different form.</p> <p>REWORD TO MAKE A SOI</p> <p>Relationships between decimal numbers and fractions are based on mathematical principles through patterns and equivalences</p>	<p>F: Is there a limit to how many decimal places a number can have?</p> <p>C: How do decimal numbers present themselves in our global markets?</p> <p>D: Would the world have more money if currencies only calculated money to the tenths place?</p>	<p>Ai, ii, iii Bi, ii, iii Ci, ii, iii, iv</p>	<p>Communication skills Use intercultural understanding to interpret communication Use appropriate forms of writing for different purposes and audiences</p> <p>Affective skills Practice focus and concentration Practice strategies to develop mental focus</p>	<p>decimal place value representing decimals decimal currency ordering decimals rounding decimals decimals to fractions fractions to decimals Problem Solving Operations with Decimals</p>

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							Thinking skills Consider ideas from multiple perspectives	
4 Introduction to Algebra	Relationships	Generalization Justification	Scientific and technical innovation Systems, models, methods; products, processes and solutions	Relationships between the four number generalized operations (addition, subtraction, multiplication and division) with integers and applying its rules to solve and justify real life problems. RE-WORD TO MAKE A SOI Relationships of negative numbers through algebraic operations give meaningful quantities and representations for an evolving world	F: Do the rules of adding and subtracting positive numbers apply to negative numbers? C: How does adding and subtracting negative numbers shape the way we live? D:	Ai, ii, iii Bi, ii, iii Ci, ii, iii, iv	Communication skills Use and interpret a range of discipline-specific terms and symbols Understand and use mathematical notation Critical thinking skills Practice observing carefully in order to recognize problems Identify trends and forecast possibilities	directed numbers (positive/negative integers) opposites directed number & number line Adding and Subtracting Negatives Multiplying directed numbers Dividing directed numbers Combining Operations
5 Introduction to Geometry	Forms	Representation Measurement	Scientific and technical innovations Mathematical puzzles, principles and discoveries	Geometrical figures are represented in measurable forms and are used widely by people.	F: How is geometry used in our classroom? C: How are basic forms of geometry used in art and architecture? D: Is geometry found in	Ai, ii, iii Bi, ii, iii Ci, ii, iii, iv	Communication skills Use and interpret a range of discipline-specific terms and symbols Understand and use mathematical notation	Points and Lines Vocabulary Angles at a point or at a line Angles of a triangle Angles of a quadrilateral Bisecting angles

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					economics? Finance?		<p>Critical thinking skills</p> <p>Practice observing carefully in order to recognize problems</p> <p>Identify trends and forecast possibilities.</p>	
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MYP 1 SCIENCE UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual, Conceptual Debatable	OBJECTIVES	ATL SKILLS	CONTENT
Unit 1 States of matter: solids, liquids, gases	Change	Form Energy	Scientific and technical innovation Systems, models, methods; products, processes and solutions	Matter can be changed in a different form depending on the amount of energy we use when transforming matter.	FQ: What is matter? CQ: How does matter change and when? DQ: How does the use of symbols help to improve our understanding in Sciences?	Ai, ii, iii Bi, ii,iii,iv Ci, ii, iii, iv, v Di, ii, iii, iv	Critical thinking skills Practice observing carefully in order to recognize problems Gather and organize relevant information to formulate an argument	Explain the four states of matter. Describe the properties of solids, liquids, gases and plasma. Understand the moving particle theory. Give the definition of the term 'kinetic'. Describe how the kinetic theory explains the properties of solids, liquids and gases. Give the definition of melting point and freezing point, melting and freezing. Explain why melting point and freezing point are the same temperature. Give the definition of boiling point, boiling, evaporation and condensation. Explain the difference between boiling and evaporation. Give the definition of the terms 'vapour' and 'humidity'. Explain what sublimation is. Describe how the sublimation of carbon dioxide is used to produce clouds on stages. Explain how clouds form and lead to rain. Explain why substances expand when they are heated. Describe how the kinetic theory explains why substances expand when heated. Explain how the expansion of solids, liquids or gases affects our everyday lives. Explain why water expands when it freezes. Explain how the expansion of water when it freezes affects our everyday lives. Describe the difference between substances at different temperatures. Explain what

								happens to the particles when a substance is heated. Explain how a thermometer works. Understand what diffusion is. Explain the process of diffusion. Understand what concentration is. Give the definition of 'pressure'. Explain what causes pressure. Describe the meaning of different symbols and numbers on a weather map.
2 Everyday acids and bases	Change	Environment Transformation	Globalization and sustainability: Human impact on the environment	Acids and bases change the environment and should be used wisely in our lives	FQ: What are acids and bases? What is pH? CQ: How the pH scale is used? DQ: What considerations we might have in mind when using the logarithmic behavior of the pH scale?	Ai, ii, iii Bi, ii,iii,iv Ci, ii, iii, iv, v Di, ii, iii, iv	Information literacy skills Collect, record and verify data Collect and analyse data to identify solutions and make informed decisions	Explain what an acid is and its key properties Explain what a base is and its key properties Give the definition of an alkali and alkaline solution. Explain the safety precautions that should be taken when handling acids and bases. Explain what the pH scale is and how it is used to measure the acidity of substances. Explain what an indicator is and identify some commonly used indicators, including their colors. Give examples of common acids, bases and neutral substances. Describe what concentrated and dilute acids are. Explain what the word 'neutralized' means and describe how acids are neutralized. Identify how acids affect your life; for example, acid erosion of teeth, use in swimming pools. Describe some of the reactions that acids undergo and give some observations that could be made for each. Know how to label the parts of the Bunsen burner. Understand the difference between a blue and a yellow flame on a Bunsen burner.
Unit 3 Forces and motion	Relationships	Movement Consequences	Identities and relationships Physical, psychological and	Unbalanced forces cause motion and their	FQ: What are forces? CQ: How do	Ai, ii, iii Ci, ii, iii, iv, v Di, ii, iii, iv	Critical thinking skills Interpret data	Understand the concept of force as a push or a pull, and give the definition of the unit of force, the newton (N). Explain the difference between contact and non-contact forces, and what the main

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		Balance	social development; transitions; health and well-being; lifestyle choices	consequences are related to safety in sporting activities.	resultant forces are affected by acceleration? DQ: How do ramps help to improve peoples' life when considering a normal daily activity such as going to school or shopping in a mall?		Evaluate evidence and arguments Create novel solutions to authentic problems	contact and non-contact forces are. Understand resultant force in relation to balanced and unbalanced forces. Describe the effect of resultant force in causing acceleration – that is changing motion in accelerating, decelerating and changing direction. Understand how friction works and its effects, and how friction can be helpful in some circumstances and have a negative effect in others. Give the definition of forces and other terminologies: gravity or a g-force; static electricity and electrostatic force (attraction and repulsion of like/unlike charges); magnetic forces that can attract or repel one another; buoyancy; friction; air resistance; parachutes; and terminal velocity. Explain the effects and uses of ramps. Explain the calculation of speed and acceleration. Understand injuries in sport, including the relationship of injuries to force and acceleration/deceleration.
Unit 4 Magnets	Change	Interaction, Transformation	Scientific and technical innovation Modernization, industrialization and engineering	Scientific discoveries can change and transform people's lives in ways that provide a better living for our modern societies.	FQ: what are magnets? CQ: how the components of a magnet make a difference in their function?	Ai, ii, iii Bi, ii,iii,iv Ci, ii, iii, iv, v	Communication skills Use intercultural understanding to interpret communication Read critically and for comprehension	Understand that magnets produce a magnetic force on other magnets and identify the three metals: iron, cobalt and nickel. Explain that magnets are made up of many tiny domains, and explain how the line up of these depends on whether a piece of iron is a magnet or not. From this deduce the effect of dividing a magnet. Know that the most magnetic material is magnetite (lodestone). Identify the kinds of magnets made using neodymium, boron and iron, and also those made using ceramics, and plastic or rubber, including

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					DQ: How to use the magnetic theory in order to explain the way our planet Earth works as a bipolar magnetic field?		Information literacy skills Access information to be informed and inform others	their relative strengths. Understand that magnets have north and south poles, not always at each end. Two poles with the same magnetic force repel each other, while two poles with magnetic forces attract each other. Explain how the field lines for the magnetic field of a bar magnet are drawn. Explain the difference between temporary and permanent magnets. Describe how electromagnets are made, and that they are temporary magnets dependent on the flow of electricity. Know how to compare the strength of different magnets. Know how to apply what they know about magnets to different uses of magnets. Some of these are MRI scanners, Maglev trains and Nano magnets. Understand that the Earth is a giant magnet and its magnetic field can be drawn. Relate this to the Earth's outer core and how this changes every million years, and some consequences and uses of the Earth's magnetic field, including animal migration, auroras and compasses. Explain how a compasses work. Explain what superconducting magnets are
Unit 5 Classification of living things IDTL with I&S (Climate & Vegetation)	Systems	Form Function	Scientific and technical innovation (Systems, models, methods; products, processes and solutions)	Living things are classified in groups based on their form, function of organs and ancestry.	FQ: What is cladistics? CQ: What are the main criteria used to classify living	Ai, ii, iii Di, ii, iii, iv	Communication skills Use appropriate forms of writing for different purposes and audiences	Explain how grouping or sorting helps us to understand living things. Explain the difference between things that are living and non-living. Identify and use different methods to sort items. Identify the six different kingdoms. Describe the features used to divide all organisms into the six kingdoms. Explain the seven levels of classification. Give examples of how the seven levels of classification can be applied. Explain how to use and

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					<p>organisms into kingdoms?</p> <p>DQ: Explain the necessity of a classification system in Science and the relationship with the international mindedness.</p>	<p>Interpret and use effectively modes of non-verbal communication</p> <p>Negotiate ideas and knowledge with peers and teachers</p> <p>Communication skills</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>Use intercultural understanding to interpret communication</p>	<p>design a dichotomous key. Explain what a species is and the special characteristics of animals in the same species. Identify how the scientific naming of species is used. Explain the advantages of the binomial naming system. Describe the implications of organisms in the same species reproducing.</p>
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<p>Unit 5 Ecosystems</p>	<p>Systems</p>	<p>Balance ; relations hips, consequ nces</p>	<p>Identities and relationships</p>	<p>Organisms interact with their surrounding environmen ts by transferring matter and energy.</p>	<p>FQ: What is Ecology? CQ: How do the componen ts in an ecosystem are represente d in a food chain? DQ: What happens when removing one of the species present in a food web will alter the whole ecosystem ?</p>	<p>Di, ii, iii, iv</p>	<p>Communicatio n skills Reading, writing and using language to gather and communicate information Find information for disciplinary and interdisciplin ary inquiries, using a variety of media Organize and depict information logically Use intercultural understanding to interpret communicatio n Organization skills</p>	<p>An ecosystem is the interactions between living and non-living things in a particular environment. An ecosystem is a place where these interactions occur, such as a rotting log, or a forest. All organisms and parts within this place are interacting all the time and adjustments must occur if the organism is to survive. Ecosystems vary in size and complexity. In order to study an entire ecosystem, scientists often study only a small aspect of an ecosystem and then work with other scientists to piece together the overall picture of how the ecosystem functions.</p>
<p>Unit 6 Space: What 's out there?</p>	<p>Relationship s</p>	<p>Models Moveme nt Patterns</p>	<p>Scientific and technical innovation Systems, models, methods; products, processes and solutions</p>	<p>Science has evolved in order to provide tools of great advance that allow human beings to explore the</p>	<p>FQ: What is the Universe? CQ: How to differentiat e between the different</p>	<p>Ai, ii, iii Di, ii, iii, iv</p>	<p>Information literacy skills Access information to be informed and inform</p>	<p>Explain the meaning of the word 'universe'. Explain the influence of past scientists on the understanding of astronomy. Explain the difference between the geocentric model and the heliocentric model of the universe. Understand the changes in scientific thinking caused by the scientific revolution. Explain what a star is and</p>

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				<p>Universe and beyond.</p> <p>stellar bodies?</p> <p>DQ: To what extent humanity is able to confirm the existence of other habitable worlds?</p>		<p>others</p> <p>Make connections between various sources of information</p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>	<p>describe how they are formed. Explain what a black hole is and describe how they are formed. Describe what a planet is. Describe what a moon is. Describe what a galaxy and a constellation are. Describe what an asteroid and a comet are. Describe what a light year is. Explain the difference between gas giants and terrestrial planets. Identify the names of the planets in order and what groups they are in. Explain the importance of the Sun in our solar system. Identify some of the main features of each planet. Explain what is meant by the orbit of a planet. Describe the shape of the orbits of the planets.</p>
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MYP 1 I&S UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1	Systems	Scale Identity Perspective	Orientation in time and space: scale	Understanding of the solar system and the Earth as a planet within this system may give a new perspective on our living space and help and improve orientation in time and space.	<p>Factual: What is planet Earth? What influence does the Earth's rotation and revolution have on our life?</p> <p>Conceptual: In what ways does the rotation influence our life in different regions on the Earth?</p> <p>Debatable: Does the geological history of our planet matters for our contemporary life? Do civilizations influence the Earth in a long</p>	<p>Ai. Aii Biv Ci Cii Di Dii</p>	<p>Communication Social Self-management Research Thinking</p>	<p>GEOGRAPHY ELEMENTS Earth as a planet Orientation on the Earth Rotation and revolution and their effects.</p> <p>HISTORY ELEMENTS Historical views of the ordering of the world/universe Civilisation's ecological "footprint"</p>

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					term?			
2	Time, place and space	Patterns Trends	Orientation in time and space: natural and human landscapes and resources	Geographical skills may be essential for gaining new perspectives and a better understanding of patterns and trends in our contemporary living space.	<p>Factual: What is a map? What are latitude, longitude, and scale?</p> <p>Conceptual: How can you map a sphere? How does cartography support our knowledge of the world?</p> <p>Debatable: Do maps show reality? Can thematic maps be objective?</p>	Ai. Aii Biv Ci Cii Di Diii	Communication Social Self-management Research Thinking	<p>GEOGRAPHY ELEMENTS</p> <p>Introduction to mapping Knowledge and skills of mathematical geography</p> <p>HISTORY ELEMENTS</p> <p>Cartography through History The role of maps in shaping our world-view</p>
3	Change	Processes Sustainability	Globalization and sustainability	Understanding of processes and changes over the Earth's history may help to understand contemporary developments and finding sustainable solutions in a globalized world.	<p>Factual: What is the Earth's interior? What natural forces formed today's landscapes?</p> <p>Conceptual: How is the Earth</p>	Ai. Aii Bi Bii Biii Biv Ci Cii Di Dii Diii Div	Communication Social Self-management Research Thinking	<p>GEOGRAPHY ELEMENTS</p> <p>Causes and interaction of natural forces Construction and dynamic of the earth Geomorphology</p> <p>HISTORY ELEMENTS</p> <p>Humans understanding and relationship with nature over time</p>

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					<p>constructed? How do endogenic processes form landscapes?</p> <p>Debatable: Does Earth science matter in a modern society? How can humans adapt to Earth's dynamics?</p>			
4 IDU with Science (Ecosystems)	Global interactions	Causality (cause and consequences) Culture	Identities and relationships	The acquaintance with habitats may be essential to recognize causalities of global interactions and the importance of cultural identities and intercultural relationships.	<p>Factual: What factors influence weather and climate?</p> <p>Conceptual: How do human actions and cultures interact with natural conditions? Why do we care about the Earth's atmosphere?</p> <p>Debatable:</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 Become acquainted with habitats: Exemplary regions e.g. climate, vegetation, economy, culture</p> <p>HISTORY ELEMENTS Ecological stewardship over time</p>

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					Does environmental change matter in a modern society? Is technology boon or bane?			
5	Systems / Change	Patterns and trends Innovation and Revolution	Scientific and technical innovation	Innovation and advances in thematic mapping and remote sensing technologies may create new opportunities in gaining knowledge and insight of pattern and trends in human and natural systems.	<p>Factual: What is an aerial picture? How has our topography been created?</p> <p>Conceptual: How does new technology improve our knowledge of our Earth? How can we visualize changes in landscapes?</p> <p>Debatable: Does geographical innovation and research matter?</p>	<p>Ai. Aii Biv Ci Cii Di Dii</p>	<p>Communication Social Self-management Research Thinking</p>	<p>GEOGRAPHY ELEMENTS Geographical work methods e.g. profiles, topographical and thematic maps, analysing aerial images</p> <p>HISTORY ELEMENTS The continuing role of maps in shaping our world-view</p>

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MYP1 PHE UNIT Title	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS FACTUAL CONCEPTUAL DEBATABLE	OBJECTIVES	ATL SKILLS	CONTENT
Unit 1 Physical fitness	Creativity	Adaptation System Movement	Personal & Cultural Expression	The performer needs to analyse warming up patterns so that they can adapt to the main workout.	Factual: what is the warming up? Conceptual: How can we create a full warm-up routine. What is the correct order of warming ups.	A i B. i	Research skills. Self management Skills.	Correct Walking Fitness test components of fitness How to plan warming up.
Unit 2 A Sport for Everyone! Ultimate Frisbee	Communication.	Interaction Choice Adaptation	Fairness and development	Successful teamwork involves good communication among players.	How does communication impact the success of a team?	A iii C. ii	Social skills Communication skills	Basic rules and terminology of Ultimate Frisbee Basic roles of players
Unit 3 Health Knowledge &	Change	Adaptation Balance Interaction	Identities and relationships	Our lifestyle choices can bring either positive or negative changes in our lives.		A ii B. i	Research skills. Self-management	Food pyramids Diets from other cultures

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Healthy Eating							Skills.	
Unit 4 Basketball	Communication	Space Perspectives interaction	Identities and relationships	Following rules and playing fair enhance the value/joy you experience in playing a game.	Factual;: What is Being a good team member ? Conceptual: Following rules and playing fair enhance the value you experience in playing a game. Debatable: Why is it important to follow rules and play fair in games	C. iii D. ii	Communication skills Thinking skills	Specific rules and regulations Play with respect and sportsmanship Team work
Unit 5 Gymnastic Aesthetic Activities	Relationships	Space Balance Movement	Personal & Cultural Expression	Using space creates better movement patterns in sequences.	Factual; What are the challenges that I face as a gymnastics composer? Conceptual: What makes a good Performance?	B. i C. i D. iii	Self-management Skills.	Rolling Safety roll Shoulder rolls. Balancing Jumping Good landings

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<p>Unit 6</p> <p>Racket sports</p> <p>Badminton & Ping pong</p>	<p>Relationships</p>	<p>Space</p> <p>Balance</p> <p>System</p>	<p>Fairness and development</p>	<p>Regular practice can bring about refinement in a performer's movement.</p>	<p>Factual: what are the similar points between ping-pong and badminton? What skills do you need to use in game?</p> <p>Conceptual: How does practice improve our skills?</p> <p>Why is playing badminton good for your body?</p> <p>Debatable: is equipment quality important? What makes a good performance?</p>	<p>C. ii</p> <p>D. i</p>	<p>Communication skills</p> <p>Thinking skills</p>	<p>Use proper grip</p> <p>Use the correct side of the racket</p> <p>Uses proper ready position</p> <p>Perform the forehand stroke</p>
<p>Unit-7</p> <p>Personal Safety & Inline Skate</p>	<p>Relationships</p>	<p>Space</p> <p>Balance</p> <p>Function</p>	<p>Scientific and technical innovation</p>	<p>The different surfaces can influence the amount of increase in stamina.</p>	<p>Factual: How can we minimize accidents?</p> <p>Conceptual: Why is it important to maintain balance?</p>	<p>C. ii</p> <p>D. iii</p>	<p>Communication skills</p> <p>Social skills</p>	<p>Perform the difference of the surfaces to skate</p> <p>Falling safely</p> <p>How to stop.</p>

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					Debatable: Why is respect for safety rules so important?			
Unit-8 Swimming	Change	Perspectives interaction Balance	Scientific and technical innovation	Making good choices as a role model will greatly affect your positive influence on others.	Factual: How can flotation affect balance, water pressure, specific gravity? Conceptual: How can my choice affect others? Debatable: What shape of fish would swim best?	A ii C. iii	Communication skills Social skills	Recognizing the importance of safety within the environment Know the dangers of cold and warm water. Sit on the kick board for 3 min 1-2-3 Breath Front Crawl

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 suffering to	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: (1)Write creative free

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					yourself? , C : How does an author effect changes in tone?			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 the present? ,	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; meet deadlines	A dystopian novel <i>tbd.</i> (Past novels used: <i>The Unwanted</i>) Students will: (1)Write creative free writing works (2)participate in Socratic

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					D : Is a hero in a dystopian novel made a hero because of his surroundings or did he/she always have the ability?			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

MYP 1 L&L CHINESE UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT identify exploration	STATEMENT OF INQUIRY	QUESTIONS FQ CQ DQ	OBJECTIVE S	ATL SKILLS	CONTENT
1	Connections	Theme Setting	Orientation in space and time Natural and human landscapes and resources students feel the orientation in space and time by the nature articles and know the landscape description in different times by different people	Nature has always been an important literary theme throughout the ages.	FQ: What is the landscape prose? CQ: How to describe the landscape in a prose? DQ: Does the people in different times express the feelings of the nature in the same way?	Ai Bi Cii Dii	Self-management: Set goals that are challenging and realistic Keep an organized and logical system of information files/notebooks Keep a weekly to record reflections	匆匆 (朱自清) 人教版语文教材第六册 春 (朱自清) 济南的冬天 (老舍) 人教版语文教材第七册 古诗三首 《钱塘湖春行》 《天净沙秋思》 《观沧海》 人教第七册 Rush (qing) PEP language teaching sixth album Spring (qing) Jinan winter (Lao She) PEP language teaching seventh book Poetry three " Spring Lake Qiantang line ", " Tian Jing Sha ", " sea view" (seventh grade) Prose Different literary genre of Scenery Commonly used rhetorical methods and Chinese grammar Basic knowledge of ancient poem
2	Creativity	Context Theme	Personal and cultural expression: philosophies and ways of life <i>Exploration to Develop:</i>	Folktales reflect the philosophies and ways of life of different cultures.	FQ: What's the myth related to the different month? CQ: how to express the different myth of different culture in your own way? DQ : Does people express the same	Aiv Bii Cii Di	Creative thinking skills Use brainstorming and visual diagrams to generate new ideas and inquiries	皇帝的新装 (七年级上) 2、丑小鸭 (七年级下) 盲孩子和他的影子 (七年级上) 女娲造人 (七年级上) 夸父追日 郭沫若诗两首 (七

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			Artistry, craft, creation, beauty		opinions about the same theme in different culture?			<p>年级上)</p> <p>7、寓言三则：赫尔墨斯和雕像者、蚊子和狮子、塞翁失马 (七年级上) Emperor's New Clothes (Grade 7) 2 , Ugly Duckling (under the seventh grade) Blind children and his shadow (Grade 7) (Grade 7) Kuafuzhuiri Guo poem two (seventh grade) Nu Wa made man 7 , Fable III is : Hermes and statues were , mosquitoes and the lion , a blessing in disguise (seventh grade) Fairy tales and fables The figure description Accurate use of punctuation Common sense of literature</p>
3	Creativity	Audience imperatives Characters	Scientific and technical innovation Systems, models, methods; products, processes and solutions	Authors find creative ways to position audience in a particular way.	F: What's the folk custom? C : How to protect the custom? , D : Is there high and low culture?	A iii B iii C ii D iii	Reflection skills: Develop new skills, techniques and strategies for effective learning	<p>课文：社戏 (七年级下) 竹影 (七年级下) 口技 (七年级下) 课文：最后一课 (七年级下) 土地的誓言 (七年级下) Distinctive houses (sixth grade next) Text : social drama (grade seven) Moderate (under the seventh grade) Ventriloquist (grade seven) Text : The final lesson (lower grade seven)</p>

								Oath of land (grade seven) Exposition Expository writing method Ancient prose common sense
4	Perspective	Point of view Genres	Fairness and development Inequality, difference and inclusion	Literature can influence its readers perspective on how to share finite resources with other people and with other living things.	F:What's expository writing? , C : How to write expository writing? , D : Does human being rule the earth?	A ii B ii C i D iv	Information literacy skills: Collect, record and verify data	猫 (七年级下) 课文 : 斑羚飞渡 (七年级下) 绿色蝈蝈 (七年级上) 马 (七年级下) Cats (grade seven) Text : Goral Stagecoach (grade seven) Green Grasshopper (Grade 7) hors (grade seven) Different style description of animal Prose and Animal exposition Action description
5	communication	Self-expression Purpose	Identities and relationships The students should be identity formation, know self-esteem and roles by learn the biography of some famous people. <i>Exploration to Develop:</i>	Authors' Identities and relationships effect the purpose of self-expression and the form of communication.	FQ: What is a biography ? CQ; How to write the biography? DQ: Is people's achievement determined by gene?	A iv B i C i D v	Critical-thinking skills: Practice observing carefully in order to recognize problems Evaluate evidence and argument	课文《少年闰土》六年级上册 《我的伯父鲁迅先生》六年级上册 《从百草园到三味书屋》七年级下册 《邓稼先》七年级下册 《音乐巨人贝多芬》七年级下册 《木兰诗》七年级下册 Text "Youth Run soil ," the sixth grade book , " My uncle , Mr. Lu Xun ," the sixth grade book " From Herbs to Sanwei book house " Under the seventh grade book " Deng Jiaxian " grade seven

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			Identity formation, selfesteem, status, roles and role models					<p>volumes</p> <p>"Beethoven," the seventh grade the next volume</p> <p>"Mulan " grade seven volumes</p> <p>Different literary genre of character</p> <p>biography</p> <p>Portrait description</p> <p>Psychological description</p>
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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	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)	Analyse and create stories about own experiences/friendships/social contexts (U1, U2,U3), proper language use

			(schriftlich oder mündlich zu sozialen Beziehungen bei?)				reading	
2 Guided writing (Schreibformen - Aufsatz)	Perspective	Self expression purpose	Personal and Cultural Expression (possible exploration/mögliche allgemeine Fragestellung: In wie fern eröffnet 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/mögliche allgemeine Fragestellung: In wie fern werden durch Kurzprosa Brücken zwischen den Generationen und deren Konflikten errichtet)	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 Märchen/Sagen/Heldengeschichten/Fabeln
4. Language in use	Creativity	Structure, style, purpose	Orientation in time and space (possible exploration/mögliche allgemeine Fragestellung: In wie fern trägt Kommunikation (schriftlich oder	Understand language as a tool to create structure, style and purpose	FQ: Was sind Sprachbetrachtung und Grammatik? CQ: Warum ist es sinnvoll, sich mit Sprache zu beschäftigen? DQ: Überlege, wie Sprache kreativ und dennoch sinnvoll in	B: i, D: i,ii,iii; vi, v	Self-Management (Managing time and Tasks effectively)	Newspapers, booklets,

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			muendlich) zu Offennheit und Toleranz bei?		unterschiedlichen Kontexten angewendet werden kann.			
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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 Relationsh ips	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	B: 1, 2 C: 1, 2, 3, 4 D: 1, 2, 3	Communicati on	<i>Visual/oral Exp:</i> Create personal emblems/ logos/ avatars Self-portrait/related illustration (adjectives of appearance/personality) <i>Literacy/oral Exp:</i> Autobiography Design your own identity-

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					ago?			<p>menu</p> <p>Quick questions</p> <p>PAH (<i>Literacy/oral</i>):</p> <p>Book chapter logs: No</p> <p>Singing: Yes (lyrical expression)</p> <p>Journals: Yes</p> <p>Debate: DQ</p> <p>Presentation/speech: Yes (bio)</p> <p>Pen-pals: Yes</p> <p>Letter to: No</p> <p><i>Questions</i></p> <p>Brainstorm: FQ</p> <p>Discussion: CQ, DQ</p> <p>Question extensions: All Qs</p> <p><i>Textbooks (phase 2)</i></p> <p>AM3B Unit 1, 6</p> <p>Topics: give advice, dreams, questionnaire, ambition, American immigrant, family and friendship</p> <p>Grammar: present perfect, irregular past participles, since/ for..., simple present passive</p> <p><i>Textbooks (phase 3)</i></p> <p>AM4A Unit4</p> <p>Topics: working life, personality, jobs, interviews</p>
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								Grammar: Future tenses, going to...
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.	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?	A: 1, 2 B: 1, 2 C: 1, 2, 3, 4 D: 1, 2, 3	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><i>PAH (Literacy/oral):</i> Book chapter logs: Yes Singing: Yes Journals: Yes 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</p>

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								<p>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.	<p>FQ: What are the ways that different cultures interact with the environment?</p> <p>CQ: How are humans influenced by the environment?</p> <p>DQ: In response to globalization, is it possible to retain cultural uniqueness?</p>	<p>B: 1, 2 C: 1, 2, 3, 4 D: 1, 2, 3</p>	Research	<p><i>Visual/oral Exp:</i> Ego vs eco</p> <p><i>Literacy/oral Exp:</i> Infoposter (cultural card ext.)</p> <p><i>PAH (Literacy/oral):</i> 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</p>

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								<p>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 Grammar: make, let, be, allowed to, passive</p>
4 Science & Technology	Creativity	Context, Function, Idiom	Scientific & Technical Innovation	Our understanding of our surroundings helps us live better.	<p>FQ: What technology has helped people live better?</p> <p>CQ: How does technology change the way people live?</p> <p>DQ: Does technology help people save time?</p>	<p>A: 1, 3 B: 1 C: 3, 4 D: 2, 3</p>	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</p>

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								<p>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 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,</p>
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								stories, science fiction Grammar: Past tense, narratives
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MYP 1 L&A CHINESE UNIT phase 2	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS Factual Conceptual Debatable	OBJECTIVES	ATL SKILLS	CONTENT
1 It's important to have outside interests.	Connections	Conventions	Personal and cultural expression	Our hobbies give us opportunities to express ourselves and connect with others.	F: Do you like listening to music? C: Different people has different hobby. D: What is a good hobby?	AI,II,III DI,II,III	Communication	Hobbies Favorite hobby
Different students like different classes	Creativity	Meaning	Fairness and development	Creativity and meaning can be expressed in	F: What subjects do you like? C: Why do we have	AI,II,III CI,II,III,IV	Research	Subject Timetable exam

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				different ways.	timetables? D: Is exam good for students?			
3 The environment of the campus	Connection	Function	Orientation in space and time	The school environment plays a role in a student's success	F: How do you like your campus? C: What makes a good school environment? D: How important is the school environment?	CI,II,III,IV DI,II,III		Campus Telephone number
4 What is the relationship between body and ailments?	Connection	Structure	Globalization and sustainability ----- human impact on the environment	The environment affects the human body.	F: Do you know how to take care of your body? C: Does bad life style bring sickness? D: Is sickness bad for people?	B-I,II,III C-I,II,III,IV	Self- Research management	Body parts illness

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	CMES & CHINESE 12 Western's traditional festival Red culture in China

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<p>2</p> <p>Global Issues 11.9-2.4 48days(36h)</p>	<p>Connections</p>	<p>POV, Purpose</p>	<p>Globalization and Sustainability • human impact on the environment</p>	<p>Everyone has an opinion when it comes to environmental issues.</p>	<p>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?</p>	<p>A: i; ii; iii C: i; ii; iii; iv D: i; ii; iii</p>	<p>Research</p>	<p>CMES & CHINESE 12</p> <p>environmental pollution</p> <p>Healthy living</p>
<p>3</p> <p>Communication and Media 2.15-4.22 47days (35h)</p>	<p>Creativity</p>	<p>Audience, Meaning,</p>	<p>Orientation in Space & time • epochs, eras, turning points and 'big history'</p>	<p>Media in different eras have made use of various tools to communicate creatively.</p>	<p>FQ: What kinds of media do you know? CQ: How does new technology affect our lives? DQ: Should we continue to develop new media ?</p>	<p>A: i; ii; iii C: i; ii; iii D: i; ii; iii</p>	<p>Communication</p>	<p>CMES & CHINESE 12</p> <p><i>Communication with the media</i></p> <p><i>new science and technology</i></p>
<p>4</p> <p>Leisure and work 5.4-7.1 40days(30h)</p>	<p>Communication</p>	<p>Meaning, Message,</p>	<p>Orientation in Space & Time • peoples, boundaries, exchange and interaction</p>	<p>The way we communicate affect our exchange and interaction with others.</p>	<p>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?</p>	<p>B: i; ii; iii; iv C: i; ii; iii; iv D: i; ii; iii</p>	<p>Thinking</p>	<p>CMES & CHINESE 12</p> <p><i>Recreation and Leisure</i></p>

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MYP 1 DESIGN Unit	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1 Design Cycle Scratch – Game Design	Systems	Function Evaluation	Fairness and Development -Human capability and development; social entrepreneurs	Fairness can be shown through planning, creation and evaluation of video games	FQ: What is a design cycle? How did video gaming start? CQ: What do you consider a good game? Are games beneficial for learning? DQ: Are video games a boon or a bane?	<p>A. Inquiring and Analyzing</p> <ul style="list-style-type: none"> ❖ Explain and justify the need of a solution ❖ State and prioritize the main points of research needed to develop a solution to a problem ❖ Describe the main features of one existing product that inspires solution to the problem ❖ Present the main finding of relevant research <p>B. Developing Ideas</p> <ul style="list-style-type: none"> ❖ Develop a list of success criteria for the solution ❖ 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"> ❖ Outline a plan, which considers the use of resources and time, sufficient for peers to be 	<p>Thinking Skills – students will plan the creation of games</p> <p>Research Skills – they will learn how to make sprite to move and use different behaviors</p> <p>Social Skills – they will ask for feedback regarding their design</p>	<p>Design Cycle</p> <ul style="list-style-type: none"> • Inquiring and Analyzing • Developing Ideas • Creation of the Solution • Evaluation <p>Scratch</p> <ul style="list-style-type: none"> • Tools usage • Start Stop • Sprites • Behaviors • Multi Level game • Drawing

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						<p>able to follow to create the solution</p> <ul style="list-style-type: none"> ❖ 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"> ❖ Outline simple, relevant testing methods, which generate data, to measure the success of the solution. ❖ Outline the success of the solution against the design specifications ❖ Outline how the solution can be improved ❖ Outline the impact of the solution on the client/target audience. 		
2 Build me a Home	Development	Sustainability Innovation	Scientific and Technical Innovation -	Technological innovations may lead to the	FQ: What are the measurements of your	<p>A.Inquiring and Analyzing</p> <ul style="list-style-type: none"> ❖ Explain and justify the need of a solution ❖ State and prioritize the main points of research 	Research Skills – students will find out design ideas	<p>Sketchup Make 2015</p> <ul style="list-style-type: none"> • Tools usage • Layers • 3d warehouse • push/pull

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			<p>Modernization, industrialization and engineering</p>	<p>development of sustainable housing ideas.</p>	<p>house? What are the features of your current home? What color combinations are appealing to the public?</p> <p>CQ: How can technological innovations lead to the development of sustainable housing ideas?</p> <p>DQ: Why should homes be sustainable?</p>	<p>needed to develop a solution to a problem</p> <ul style="list-style-type: none"> ❖ Describe the main features of one existing product that inspires solution to the problem ❖ Present the main finding of relevant research <p>B. Developing Ideas</p> <ul style="list-style-type: none"> ❖ Develop a list of success criteria for the solution ❖ 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"> ❖ Outline a 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 	<p>that can be used to create a sustainable and modern homes</p> <p>Social skills – students will ask for different opinions in making the best design?</p> <p>Communication skills – they will develop design ideas that can be shared to the parent as clients</p>	
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						<p>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"> ❖ Outline simple, relevant testing methods, which generate data, to measure the success of the solution. ❖ Outline the success of the solution against the design specifications ❖ Outline how the solution can be improved ❖ Outline the impact of the solution on the client/target audience. 	
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MYP 1 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 Bi, ii Ci, iii 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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<p>2</p> <p>Greek Theatre</p>	<p>Identity</p>	<p>Structure</p>	<p>Orientation in Time and Space</p>	<p>In many cultures, <i>how</i> something is communicated can be more important than <i>what</i> is communicated.</p>	<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. ~ Design and create a Greek chorus mask using cardboard and masking tape or paper mache that can be used in performance. ~ 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. ~ Create a choral narrative from a given myth/story within a group. ~ Present their group choral piece.</p>
<p>3</p> <p>Mime</p>	<p>Communication</p>	<p>Role</p>	<p>Personal and cultural expression</p>	<p>Character can be clearly expressed without the need for verbal communication.</p>	<p>FQ: What are the key features of traditional mime and how effective are they in storytelling?</p>	<p>Ai, ii, iii Bi, ii C i, ii, iii Di, ii, iii</p>	<p>Communication skills: ~ Interpret non-verbal communication techniques and use them purposefully ~ Give and receive</p>	<p>Students will ~ explore the features of mime and will develop their own storyboard ideas for a silent movie/performance. They will learn the features of linking, narrative and storytelling through non-verbal and physical</p>

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					<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>appropriate feedback</p> <p>Information literacy skills: ~Access information to be informed and inform others</p>	<p>action.</p> <p>~develop and respond to various themes and develop ideas based around characters, plot, comic elements, etc.</p> <p>~ In group and pair work students will respond to stimulus and develop their own mime performances.</p> <p>~ 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 1 VISUAL ART UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	QUESTIONS	OBJECTIVES	ATL SKILLS	CONTENT
1 The Elements of art in the Geometrical abstract painting of Kandinsky	Aesthetics	Style Representation	Personal and cultural expression – Social constructions of reality; philosophies and ways of life; belief systems, ritual and play. - Metacognition and abstract thinking.	The elements of art need to be organized to create a cohesive work that is aesthetically pleasing.	FQ: What are the elements of art? CQ: How can the elements of art be used to create abstract and figurative compositions? DQ: What makes a work of art abstract?	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	Thinking skills – map the creative thought process in the arts process journal to generate new ideas and questions. Research skills- create mood boards, sketches and/or storyboards, which translate and idea to practice.	The student will learn about the art elements and about the work of artist Wassily Kandinsky. They will then use their knowledge to create a painting.
2 Experimenting with colors to make a Christmas Calendar	Communication	Composition Presentation	Orientation in space and time – peoples, boundaries, exchange and interaction. - Evolution, constraints and adaptation.	The artistry of a particular culture can be communicated through its different genres and themes.	FQ: What are the primary and secondary colors? Give examples of warm and cold colors? CQ: How can colors express different states of mood? DQ: Do you think traditions are important in today's modern style of life?	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 alternatives and perspectives. D – ii. recognize that the world contains inspiration or influence for art	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.	Students will learn about color theory and about primary and secondary colors and about warm and cold colors and they will get the opportunity to draw and use watercolor to create a painting.

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<p>3 Beneath the surface</p>	<p>Change</p>	<p>Expression</p>	<p>Scientific and technical innovation – systems, models, methods; products, processes and solutions.</p>	<p>Exploration of various art materials and techniques produced different kind of expressions in the art form.</p>	<p>FQ: What texture means? What are the different qualities of texture? Can you give examples of textures founded in nature? What are the functions of texture? CQ: What is the relation between form and texture? How can texture be used in art? DQ: is texture a decorative or functional quality?</p>	<p>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.</p>	<p>Creative thinking - identify problems and develop aims, goals and objectives in designing a storyboard. Self-management skills – Plan the time needed to create an exhibition.</p>	<p>Students will explore the relationship between how things feel and how they look. They will investigate different plastic qualities of texture and how it can be used expressively in a variety of art mediums.</p>
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MYP 1 MUSIC UNIT	KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT	STATEMENT OF INQUIRY	INQUIRY QUESTIONS Factual question Conceptual Qn Debatable Qn	OBJECTIVES	ATL SKILLS	CONTENT
1 Fanfare s	Identity	Boundaries Role	Orientation in Time and Space (scale, duration)	The particular arrangement of pitches and rhythm create a role that has a certain identity.	FQ. (i)What is a fanfare? (ii) What are the attributes of a fanfare? (iii) Name some different types of fanfares?...wha t are their roles ? CQ. How can I identify a fanfare? DQ.How can music imply a message without using words?	A.I. Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language 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 process to a point of realization. D.I. Outline connections and transfer learning to new settings D.II. Create an artistic response inspired by the	Communicatio n skills (use media – music- to communicate meaning) Affective skills: Demonstrate persistence and perseverance	Introduce /Review elements of music Simple notation – using a chordal structure (C major), rhythm. Note values and pitches on the staff. Create a fanfare – each student will create a fanfare to represent themselves

						world around them D.III. Evaluate the artwork of self and others.		
2 The Orchestra	Aesthetics	Expression Role	Identities and relationships (roles, co-operation)	Quality orchestral music depends on perfect cooperation of individual players.	FQ. What is an orchestra? How are the instruments classified? CQ. Why are there so many different instruments? DQ. How is an orchestra like a team and how is it not like a team?	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. D.I. Outline connections and transfer learning to new settings D.II. Create an artistic response inspired by the world around them D.III. Evaluate the artwork of self and others.	Collaborative skills (Take responsibility for one's own actions) Self-management skills (show self discipline in practise and rehearsal)	Learn about the sections and instruments in the orchestra/visual and aural recognition Understand the roles of each section in the orchestra. Read music and appreciate that scores for different instruments have different characteristics. Play instruments in a class ensemble
3 Changing the Mood	Change	Composition Creativity	Personal and cultural expression (creation, artistry)	We can express mood changes by creatively	FQ. What is the difference between major and minor? CQ. How can	A.I. II III B.I II C. I II III D I II III As above	Creative thinking skills(create original works and ideas)	Learn about major and minor Whole tones and half tones Composition of a major scale Difference between major/minor keys

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				using musical elements.	music without words influence us positively or negatively? DQ.What music makes you feel happy?	.		Music notation Singsongs in the minor key Creating ABA piece showing contrast
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