	Subject: Description		The	CISH MYP Math program is aligned	Mather with the IB MYP Math framework and	natics I the New Brunswick (Canada) Boarc level (for example New Brunswick's c	of Education's middle and high scho	sol	
YP Year	Collaborators			Mathematics curnculum. The cont Derek Berthel, Matth	tent has been pushed down a grade grade 6). The course is taught in 55 new Taylor, Suhua Li, Stanislav Yaros	level (lor example New Brunswick's g 5 minute classes 5 times per week. Iavski, Adam Richards, Holger Meint	rade 7 content is being taught in erg and Sean Miller		
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Unit Title Duration	Number sense & systems 7	Looking for patterns 6	Mathematical Relations 5	Measuring the world 5	Organising data 4	Predicting the future 4	Logic 2	Constructing the World 4
1 1	(veoks) Content	In the Number Systems Unit, students will research number systems in offerent forms and analyse the numbers, their properties and how to perform properties and how to perform Students will realize how important numbers have been throughout history and how number systems and ways to prepresent numbers have changed as influenced by different cultures infime. This unit provides evidence for the analytematics. or of mathematics.	The focus of this unit is how could patterns be investigated. Forms of representation will be considered and rated as to their appropriateness. Also how mathematics can be utilised	Here they will examine how the world can be represented in differing forms and how this adds their understanding of the world around them. They will change around them they will change and the second second tabular representations and consider the merits of each.	In this unit atudents will discover how to calculate perimeter, area and volume and how this can help to influence decisions that impact the environment, the part of the unit is environment, the part of the unit justification.	In this unit they will be examining how to collect, classify & represent information that is gathered from a variety of sources. Understanding different types of data and efficient types of the data and efficient t	In this unit they will be examining how predictions can be made both from theory and from theory examine how they can assess examine how they can assess can also inform the decisions they make.	This unit supports entry into the mathematical competitions that run throughout the year. Every week they have one lesson put aside to develop their logical problem solving	Here the students will be examining differing angles and how these relationships can be expressed creatively and artistically
	ATL Skills	Communication Use a variety of different media	Communication Listen actively to other perspectives	Communication Structure information in essays &	Thinking: VIII. Critical thinking:	Communication Make inferences & draw	Communication: Read critically & for	Communication: Give & receive meaningful	Thinking VIII. Critical
1		Social Listen actively to other perspectives and ideas	and ideas	reports Thinking: VIII. Critical thinking: Apply existing knowledge to generate new ideas, products or processes	Consider ideas from multiple perspectives IX. Creative Thinking Apply existing knowledge to generarte new ideas, products or processes	conclusions Self-Management III. Organization Use appropriate strategies for organizing complex information	comprehension Thinking: VIII. Creative thinking: Make guesses, ask "what if" questions and generate testable hypotheses	feedback Organize and depict information logically	Revise understanding based on new information. Practice observing carefully in order to recognise problems
	SOI	Different systems & forms of representation have developed as influenced by time, place and human interactions	A logical process enables the generalization of patterns in the natural world.	Modelling relationships helps to better adapt changes in the world.	Logic can justify discovery through measurements of scale.	Different representations make it easier to understand and analyse relationships within demographics.	Using a set of mathematical systems helps make decisions and choices towards imagining a hopeful future.	Innovative forms make the representation of quantities logical and easier to understand and use in everyday life.	Artistry is enhanced through the justification of how measurement helps to define forms.
	Global Context & Area of	Orientation in time & space: civilizations and social histories	Scientific & technical innovation: an inquiry into the natural world and its	Globalisation & Sustainability: adaptation	Orientation in space & time: Scale	Globalisation & sustainability: Population and Demography	Fairness & Development: imagining a hopeful future	scientific & technical innovation	Personal & Cultural Expression: Artistry
	Exploration Key Concept	Form	laws Logic	Relationships	Logic	Relationships	Form	Logic	Form
	Related Concepts MYP	representation, systems A: i, ii, iii	pattern, generalisation A: i	Change, model C: i, ii, iii, iv	measurement, justification	representation A: ii	A: i, ii, iii	representation, form	Measurement, justification A: i, ii, iii
•	Objectives	C: i, ii, iii, iv	B: i, ii C: i, iii D: ii, v	D: i, ii, iii, iv, v	B: i, ii, iii C: i, ii, iii, iiv	B: i C: ii D: iii, v			B: i, ii, ii C: i, ii, iii, iv
1	Assessment Tasks	Criterion C poster Task. Criterion C. Students research and explain an ancient number system in pairs or individual. Unit test criterion A	Students will construct a bothpick pattern early on in the unit and describe patterns using words. Students will create a poster and deliver a short presentiation, explaining how to solve a two-step equation. Students world situation using algebra, and solve for this equation.	Criterion C & D hookes law examining the equation of a line and how this realites to the spring	How to calculate the area of a trapezcid.here they will examine the different approaches they could use and compare & contrast these. They will examine form as they look for a common formula and then consider how they can justify this from their discoveries.	Collecting and representing data of an average day (by creating a pie chart, column graph or dot piol). Devising a carnival game and calculating expected return.		Weekly logical math problems to help prepare for competitions.	Exterior & interior angles investigation. Ib example task investigating exterior and exterior angles of polygons. This contain examples of assessments to aid moderation
	Unit Title	Unit 1: Numbers & Number Sense	Unit 2: Patterns and Relations	Unit 3: 2D and 3D geometry	Unit 4: Probability	Unit 5: Univariate data	Unit 6: Trigonometry		
2	Ouration (weeks) Content	9 Number sense, which can be thought of as intuition about numbers, is the most important	5 Mathematics is about recognising, describing and working with numerical and non-numerical	5 Spatial sense involves visualization, mental imagery and spatial reasoning.	6 In this unit, the students will explore games that people from different cultures have created as	6 Analysing data is an effective way of determining whether inequality	6 We use trigonometry alongside algebra, arithmetic, and geometry to find unknown lengths and		
2 2 2	Aft Sels	Exactistion of numeracy (The Amrany Program, E.G. 2000, p. se- many Program, E.G. 2000, p. se- wer beyond the skills of simply exactly emerging facts and the shautoor tides and of algorithms, the experiments, and use benchmarks and externments to mainteemerging the experimental termination and externments to mainteemerging the experimental computationally during number computationally during number through their instruction. However, number and have instru- tion and the experimental of the mathematical tasks that allows at dents to make connections.	patterns. Patterns exist in al strands and its is important that connections with patterns analysis students to make connections within and beyond mathematics. These akits with patterns enables students to make connections within and beyond mathematics. These akits with and understanding of their environmer. Patterns may be represented in occores, visual or prevelop lurarity in moving broin one representation to anothe. Students must learn to recognise, extend, patterns. Patterns allow students on make predictions, and justify their reasoning when subvil gordberns. To make predictions, and justify their easily grades hidps develop students' algebraic thrings develop students' algebraic thrings develop students' algebraic thrings among numbers, sits, shapes, objects and possible relationings involves the collection and analysis of dats, and describing relationings involves the collection and analysis of dats, and describing relationings involves the collection and analysis of dats, and describing relationings visually or instruments.	These softs are centred to the understanding of mathematics. Spakel understanding of the soft merger another and merger another and merger another and merger another the soft and the experiments of the soft another and the soft another the soft and the soft	part of the global context of personal and cultural expression. Games Have been a context of personal and cultural expression. Games Have been a the focus on lease time and personal competition and matching of these games also pomote friendly principles. It just might be that the person who knows how to analyze these games will be the one to win.	endats, as you will see in this unit. Globering data and the reglestrop (data and then regrestrop (data and then regrestrop (data and then regrestrop (data and then regrestrop (data and then vary is instrumential in heiping other vary is instrumential in heiping other vary is and then to indexidant you conclusions. And regressentation and analysis data	angles of transges, in the unit we biocoder only the unit of the u		
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	SOL	Phrasy Program, B.C., 2000, p. 104, Nore series of number goes well beyond the solito of simply well beyond the solito of simply series of the solito of simply series of the solito of simply series of the soliton of	and it important that convectors are made among stands. Working with patterns enables students to beyond nathematics. These skills contribute to students' interaction with and understanding of the magnetic students should be only and an and students should develop funnery in moving from den mysteric form. Students should develop funnery in moving from den myster myster and should be and use mathematical pattern. Patterns allow students to make predictions, and justify their Learning to work with patterns in the early grades helps develop students' algebace. thinking at the abstract mathematics in tupler grades. Mathematics is used to describe and ecopian relations par. App art to the study of mathematics, students lock for reliationity is known, to mathematical students and abstract mathematics in under the collection and analysie of data, and describing reliations to the patterns and texa destinates to approxed the students and stratistions to subsect and stratistions to subsect complex systems and students. Producing squarkent forms through simplification can help to clarify, subse and carding forms through simplification can help to clarify. Scientific a technical innovation:	These states are centred to the understanding of understanding of some enables students to reason and interpret among and between 3-0 and 2- methods students to reason distorted to the some and states and the some and states are some as distorted to the some as and the some and the some as the source as the sour	part of the suby of the global context of percensian and cultural pointagy means for cultures to pointagy means for cultures to pointagy means for cultures to pointagy means for cultures to the focus on leaves time and objectives. If you might be that the heaving on similar memory. Reving competition and rivery. Reving competition and rivery. Reving competition and rivery. Reving these games will be the one to win. These games will be the one to win. Make inferences and draw conclusions Cogarate and depict information logically Testicage Evaluate and manage risk. Cogarate and depict information can help explore and analyse means that humans play. Physical options	Collecting data and the representing (i) in the unch representing (i) has unch in unch representation of the unch representation of the unch representation can help justify conclusions reparations does to equal rights and opportunities	Self-Management Ui consider only sponnetry of right-angled blangles.		

T	Collaborators		The	CISH MYP Math program is aligned i Mathematics curriculum. The cont Derek Berthel, Matth	whith the IB MYP Math framework and tent has been pushed down a grade grade 6). The course is taught in 55 new Taylor, Suhua Li, Stanislav <u>Yaros</u>	d the New Brunswick (Canada) Board level (for example New Brunswick's g 5 minute classes 5 times per week. lavski, Adam Richards, Holger Meinb	or Education's middle and high sch rade 7 content is being taught in erg and Sean Miller		
1	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit
f	Assessment	Unit test	Algebraic expressions and	Volume and Surface area of 3D	Games Day:Students will be	1. Female workforce analysis	Trigonometry shadow		
	Tasks	(Summative) Creating a Math poster	equations	shapesA huge amount of resources goes into the packaging	having a 'Games Day' in a few of their upcoming classes, where all	(formative) 2. How can you make a difference	investigation'		
		arrand a man hose		of products that people buy every	of the games that are created and	(summative)			
				day. Consumers need to make wise choices about the products	played by the students in their class.				
				they buy. They should take note of					
				the consequences of using non- renewable resources. Everyone					
				wants packaging that will protect the product. If it becomes clear					
				(through sales) that consumer					
				preference is to minimize packing, then suppliers will be more					
				innovative and develop better					
1			1	packaging solutions that minimize wasted space and resources used. To income sustainability through					
1				To insure sustainability through packaging, the health, safety and					
1			1	environmental effects of products					
J				must be monitored throughout their life cycle, beginning with					
1				consumer needs, through the sourcing of raw materials and,					
J			1	finally, the engineering and design					
			1	of the product.					
			1	Let's pack it in!In an effort to be					
			1	more environmentally conscious, one soup-manufacturing company					
			1	is reducing the amount of cardboard they use in packaging					
			1	of cans as well as the space					
			1	needed when shipping the cans. The soup-manufacturing company					
			1	has hired you to take a look at their					
			1	current packaging design and asked you to assess it. They are		Ì			
			1	also considering repacking thier soup cans into a different shaped					
			1	box, however they do not know if this will be space and cost efficient					
			1	yet. Your job is to compare both					
			1	designs and come up with the best solution to the problem. Should the					
			1	company stick with the new					
			1	design or the old design? This unit you have acquired the following					
			1	skills in order to complete this assignment:					
			1	-					
1			1	Calculate areas and perimeters of different					
			1	polygonsCalculate surface area of 3D polygons					
			1						
			1	Calculate volume of 3D polygonsThe use of calculators					
			1	and your notebooks is allowed,					
			1	Unit test					
	Unit Title	Unit 1: Justifying Equivalence (Algebraic	Unit 2: Linear Relationships	Unit 3: 3D Shapes & Design	Unit 4: Triangles & Introduciton to Basic Trigonometry	Unit 5: Data Analysis and Probability			
	Duration	(Algebraic Expressions/Equations and Index Laws) 6	8	8	7	Probability 6			
	(weeks) Content	Know that numbers that are not	Constructing graphs from equations		How can you predict the outcome	In this unit, we will			
	Content	rational are called irrational.	allows students to visualize linear	The study of geometry and trigonometry enhances students'	of future events? How do you				
		Understand informally that every number has a decimal expansion;	relationships. When the ordered pairs resulting from a linear	spatial awareness and provides them with the tools for analyzing,	know which type of graph to use when displaying data?	Find out how to calculate simple probabilities.			
		for rational numbers show that the	relation are graphed on a	measuring and transforming		Explore different ways to visualise			
		decimal expansion repeats eventually, and convert a decimal	coordinate plane they fall along a straight line. Many resources will	geometric quantities in two and three dimensions.	Sampling, Probability of Simple events, Probability of compound	outcomes. Take action by putting risk into			
		expansion which repeats	show continuous data graphs		events, Fundamental Counting	perspective for those who don't			
		eventually into a rational number Use rational approximations of	displayed as though they are discrete (no points connected). For	Volume and Surface Area of 3D shapes	Principle, Permutations, Making predictions, Randome Sampling	take the time to look into it. Define data as categorical or			
		irrational numbers to compare the size of irrational numbers, locate	example, any graph with time on the horizontal axis is actually displaying	Understand and apply the three	activity, misleading graphs and statistics, select an appropriate	numerical continuous or discrete and identify examples of where			
		them approximately on a number	continuous data. The analysis of	Understand and apply the three trigonometric ratios	statistics, select an appropriate display	data is used.			
		line diagram, and estimate the value of expressions.	graphs should include creating stories that describe the relationship	 Find the length of a side using 	Central Tendency, Displaying Data,	Interpret frequency tables, column graphs, dot plot, and frequency			
			depicted and constructing graphs based on a story which involves	one of the three trigonometric	and Scatter Plots/ Residuals.	histograms.			
			changes in related quantities. For	ratios		Find the mean and median from a data set and from a frequency			
			example, as the temperature rises, the number of people at the beach	 Find the size of an angle using one of the three trigonometric 		table. Create and interpret a Cumulative			
			increases. When students are	ratios		Data graph.			
			describing a relationship in a graph they should use language	Understand what is meant by		Find the range and the interguartile			
						range of a data set.			
			like: as this increases that	angles of elevation and depression		range of a data set. Compare numerical data			
			like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students	3D problems involving		range of a data set. Compare numerical data graphically and make inferences on median, mean, and spread of			
			like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students will be expected to find both missing	3D problems involving		range of a data set. Compare numerical data graphically and make inferences on median, mean, and spread of data.			
8			like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students will be expected to find both missing variables for linear relationships. When students are attempting to	3D problems involving		range of a data set. Compare numerical data graphically and make inferences on median, mean, and spread of data. Communicate using statistical evidence for the history of the			
8			like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students will be expected to find both missing variables for linear relationships. When students are attempting to find a missing value in an ordered pair, they should use either	3D problems involving		range of a data set. Compare numerical data graphically and make inferences on median, mean, and spread of data. Communicate using statistical evidence for the history of the printing press. Collect data online and organise it			
			like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students will be expected to find both missing variables for linear relationships. When students are attempting to find a missing value in an ordered pair, they should use either patterning or substitution into the	3D problems involving		range of a data set. Compare numerical data graphically and make inferences on median, mean, and spread of data. Communicate using statistical evidence for the history of the printing press. Collect data online and organise it in a spreadsheet to construct			
			like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students will be expected to find both missing variables for linear relationships. When students are attempting to find a missing value in an ordered pair, they should use lither patterning or substitution into the equation if the equation has been provided. Students need to be able	3D problems involving		range of a data set. Compare numerical data graphically and make inferences on median, mean, and spread of data. Communicate using statistical evidence for the history of the printing press. Collect data online and organise it			
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	ATL Skills	Communication Macrofida ideas and imministra	like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students will be expected to find both missing variables for linear relationships. When students are attempting to find a missing value in an ordered patterning or substitution into the quation if the equation has been provided. Students need to be able to transition between given	3D problems involving	Self-Management	range of a data set. Compare numerical data graphically and make inferences on median, mean, and spread of data. Communicate using statistical evidence for the history of the printing press. Collect data online and organise it in a spreadsheet to construct			
	ATL Skills	Communication Negotiate ideas and knowledge with peers and teachers	like: as this increases that decreases, as one quantity drops, the other also drops, etc. Students will be expected to find both missing variables for linear relationships. When students are attempting to find a missing value in as in ordered patterning or substitution into the equation if the equation has been provided. Students need to be able to transition between given information.	Social Listen actively to other	III. Organization Set goals that are realistic and	range of a data set. Compare numerical data graphically and make inferences ortation, and spread of data. Communicate using statistical evidence for the tastory of the printing press. Ca spreastance to construct angehs and analysis my findings. Social Build consensus			
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	ATL Skills	Negotiate ideas and knowledge with peers and teachers	like: as this increases that decreases, as one quarkity duck, decreases, as one quarkity duck, will be expected to find both missing variables for linear relationships. When students are attempting to find a massing value is an ordered patterning or substitution into the equation if the equation has been provided. Students need to be able information. Communication Negolate ideas and howekige with pens and teachers Social	30 problems involving pyrhagonas. Social Listen actively to other perspectives and ideas Thinking K. Creative	III. Organization Set goals that are realistic and challenging and realistic V. Reflection	ninge of a data set. Compare numerical data graphically and make inferences data. Communicate using statistical data. Communicate using statistical printing press. Description of the set of the printing press. Social Build consensus Research VI. Moda Librarey U. Moda Librarey			
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	ATL Skills	Negotiate ideas and knowledge with peers and teachers Understand and use mathematical notation Organize and depict information	Ike:: as this increases that decreases, as one quarkity duck, decreases, as one quarkity duck, will be expected to find both missing variables for linear relationships. When students are attempting to patterning or substitution into the equation if the equation has been patterning or substitution into the equation if the quarkit has been to transition between given the guidant ideas and knowledge with parts and teachers Social Help others succeeds Tarking	- 3D problems involving pyhapora. Secial Listen actively to other perpectives and ideas Tasking experiment and active and Make gasses, sak "what #" questions and geneses, task "what #" hypotheses	III. Organization Set goals that are realistic and challenging and realistic V. Reflection Consider content.What questions do I have now? Research VI. Information Literacy	ninge of a data set. Compare numerical data graphically and make inferences data. Communicate using statistical data. Communicate using statistical pointing press. Description of the statistical pointing press. Description and analysis my findings. Social Build consensus Research VI. Media Uterracy Understand temposit modes agreementation and modes of presentations and modes of Tabiling			
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	Subject:				Mather	natics			
MYP Year	Description			CISH MYP Math program is aligned Mathematics curriculum. The con	with the IB MYP Math framework and tent has been pushed down a grade grade 6). The course is taught in 58	d the New Brunswick (Canada) Board level (for example New Brunswick's g 5 minute classes 5 times per week.	of Education's middle and high schoo rade 7 content is being taught in		
	Collaborators Curriculum	Unit 1	Unit 2	Derek Berthel, Matti Unit 3	hew Taylor, Suhua Li, Stanislav Yaros Unit 4	avski, Adam Richards, Holger Meinb Unit 5	erg and Sean Miller Unit 6	Unit 7	Unit 8
-	Assessment Tasks	Unit Test: (criterion A) In this task, students will answer a	Unit Test Challenges of feeding a growing	Designing a Heat Bag. Unit Test	Unit Test	Statistics Project: Height vs Shoe Length			
		wide range of questions, from simple to complex to challenging	planet Project		Investigation: Distance Formula (criterion B)				
\mathbf{O}		(in both familiar and unfamiliar situations), all related to the use of numbers in different forms.			In this task, students will generalize the relationship between the coordinates of two points and the				
\mathbf{O}		Students will classify numbers, represent decimals as fractions,			lengths of their sides in				
		simplify algebraic expressions, perform operations with numbers written in scientific notation and			Architecture Project.Unit Test: (criterion A) In this task, students will answer a				
		solve real-life problems. The test will be done individually in class			wide range of questions, from simple to complex to challenging				
2		during one period.Investigation: Product Rule (criterion B)			(in both familiarand unfamiliar situations), all related to the relationships that are generalized				
V		In this task, students will develop one of the Laws of			between measurements. Students will solve problems related to				
		Indices/Exponents that is so crucial to the development of the rest of the content in the unit (and			similar triangles, the Pythagorean theorem, distance betweenpoints, and the three fundamental				
		mathematics). They will be given many expressions that involve			trigonometric ratios. The test will be done individually in class during				
1		multiplying powers of the same base (e.g. 23 x 24). After			one period. Students will have access to a				
		expanding and multiplying, they will look for a pattern that could help them multiply the expressions			calculator. Investigation: Distance Formula				
		without expanding. The investigation will be done during			(criterion B) In this task, students will generalize				
		one class period under test conditions.			the relationship between the coordinates of two points and the lengths of their sides in order to				
					develop the distance formula. They will also discover how this is				
					related to the Pythagorean theorem that they developed previously in the unit. The				
					investigation will be done individually in class during one				
	Unit Title	Unit 1: Simplifying is a change	Unit 2: A model of equality	Unit 3: Parabolic Parables	period, under test conditions. Unit 4: Similarity & Well-	Unit 5 From Measuring Triangles	Unit 6: What are the chances?		
Λ	Duration	for the better	6	6	roundedness 6	to Modelling Periodic Phenomena 6	6		
4	(weeks) Content	This unit will explore the amazing	In this unit, In order to understand	In this unit, students will learn how	In this unit, students will explore	Students investigate Pythagoras'	In this unit students will use their		
		discoveries associated with different types of numbers, which can be organised into	the importance of solving linear equations the student must formulate factual, topical.	to : . Factorizing quadratic	Circle theorem includes the concept of tangents, sectors, angles, the chord of a circle and	Theorem and its application to solve simple problems involving right-angled triangles.	knowledge of representing different sample spaces to develop axiomatic probability systems.		
		different types of expressions.	conceptual and debatable questions.	expressions, where the coefficient of x2 is 1, including the difference	proofs. Students will come across the	Students use similarity to	They will begin by understanding the purpose and necessity for		
			They are going to explore how to:	of two squares • Factorizing quadratic	basics of circles. Here, we will learn different theorems based on the circle's chord. The theorems	investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled	probability and how they can apply it to real-life situations. After introducing		
4			recognize and evaluate the distance and midpoint formula as examples	expressions where the coefficient of x2 is not 1	will be based on these topics:	triangles.	probability systems they should be able to determine outcomes based		
			of previous learned topics and apply those formulas to find distances and	 Finding the axis of symmetry and vertex of a guadratic function 	Angle Subtended by a Chord at a Point	Students apply trigonometry to solve right-angled triangle problems	on their knowledge andconsequently make		
			midpoints. determine the relationship between	Expressing a quadratic function	The perpendicular from the Centre to a Chord	problems. Our natural and built environments	good choices when faced with lifestyle decisions.		
Λ			parallel and perpendicular lines and their gradients.	in three different forms: standard, factored and vertex	Equal Chords and their Distances	provide multiple practical and real- life contexts for students to			
-			determine if lines are parallel, perpendicular, or neither from their	Finding a quadratic function given three distinct points on its	from the Centre Angle Subtended by an Arc of a	personalise, connect and apply their learning. Architectural applications and 'the knotted rope'			
			gradient; use that information is solving geometric problems on the	graph	Circle	example, demonstrate the power and simplicity of these geometrical			
Λ			Cartesian plane. identify an equation of a line as	Finding a function to model a real-life parabola	Cyclic Quadrilaterals. Circle Theorems and Proofs:	concepts.			
4			gradient-intercept form or general form and convert general form into	Understanding how many unique points define an object in	Theorem 1: "Two equal chords of a				
			gradient-intercept form. interpret and use effectively modes	a given dimension of space • Solving guadratic equations	circle subtend equal angles at the centre of the circle.				
			of non-verbal communication to graph solutions of an equation of a	algebraically and graphically	Converse of Theorem 1: "If two angles subtended at the center by				
			line when given in gradient-intercept or general form.	Solving real-life problems by creating and using quadratic models	two chords are equal, then the chords are of equal length."				
4			find an equation of a line from its graph.		Theorem 2: "The perpendicular to a chord bisects the chord if drawn				
			organize, plan and construct a poster to show my understanding of		from the centre of the circle." Converse of Theorem 2: "A				
			a constant changing world around us.		straight line passing through the centre of a circle to bisect a				
			select appropriate strategies in solving linear equations and verify		chord is perpendicular to the chord."				
			the solution.		Theorem 3: "Equal chords of a circle are equidistant (equal				
			simplify and solve rational equations by organizing and depicting information logically.		distance) from the centre of the circle."				
Λ			translate word problems and		Converse of Theorem 3: "Chords of a circle, which are at equal				
4			propose and evaluate a variety of solutions.		distances from the centre are equal in length, is also true."				
			investigate patterns in operations with inequalities and draw		Theorem 4: "Measure of angles subtended to any point on the				
			reasonable conclusions and generalizations.		circumference of the circle from the same arc is equal to half of the angle subtended at the				
			In the end of the unit students are able to negotiate ideas and		center by the same arc."				
4			knowledge of topics with peers and teachers to prepare for an assessment.		Theorem 5: "The opposite angles in a cyclic quadrilateral are supplementary."				
	ATL Skills	Communication Organize and depict information	Communication Organize and depict information	Social Use social media networks	Thinking VIII. Critical	Thinking VIII. Critical	Communication Make inferences and draw		
		logically Thinking	logically Thinking	appropriately to build and develop relationships	Draw reasonable conclusions and generalizations	Evaluate evidence and arguments	conclusions Understand and use mathematical		
		VIII. Critical Analyse complex concents and	Transfer Apply skills and knowledge in	Take responsibilities for one's own actions	Test generalizations and conclusions	Make unexpected or unusual connections between objects	notation		
		projects into their constituent parts and synthesizer them to create new understanding	unfamiliar situations.	Thinking IX. Creative		and/or ideas Practice flexible thinking - develop			
		Use models and simulations to		Apply existing knowledge to generate new ideas, products and		multiple opposing, contradictory and complementary arguments			
Λ	SOL	explore complex systems and issues Changing to simplified forms can	Modelling patterns contribute	Processes Representing patterns with	Logic can	Generalizing relationships between	Understanding well-being through		
4		help with analyzing the effects of consumption and conservation.	to understanding relationships in the world.	equivalent forms can lead to better systems and models.	validate generalisations that improves appreciation for beauty	quantities and models can lead to better processes and solutions.	logical representations and systems results in healthier		
	Global Context	Globalization and sustainability: Consumption,	Scientific & technical innovation: Models	Scientific & technical innovation: Systems	and artistry. Personal and cultural expression: artistry, beauty	Scientific and technical innovation: processes and solutions	choices. Identities and relationships: Health and well-being		
	Key Concept	conservation Form	Relationships	Form	Logic	Relationships	Logic		
	Related Concepts	Simplification, Change	Models, patterns	Equivalence, patterns	Generalizations, validity	Models, quantity	Representation, Systems		
	MYP Objectives	C: i, ii, iii, iv, v D: i, ii, iii, iv, v	A: i, ii, iii B: i, ii, iii	B: i, ii, iii D: i, ii, iii, iv, v	B: i, ii, iii C: i, ii, iii, iv, v	A: i, ii, iii B: i, ii, iii	C: i, ii, iii, iv, v D: i, ii, iii, iv, v		
	Assessment Tasks	"Design a processor" Oxford MYP 4,	The assessment task will investigate patterns in real-world scenarios, such as distance travelled over time	Parabolic trajectories from real-life data.	Origami Layout project Unit test	"Inaccessible Heights" real- world activity	Nutrition journal and analytics		
Λ		Unit test	or the mass of items compared to the price at which they are	Graphs of Quadratic Function Investigation	Graf 1051	How would you find the height of a tree? You could climb to the top to			
			sold. These relationships will be explored in order to accurately	Unit test		measure it, but that would not be either safe or practical. How can			
			interpolate and extrapolate data. Unit test			we measure the height of clouds, airplanes or other highly inaccessible objects? Airports			
						measure the clouds for pilots to let them know at what altitude they			
Λ						should fly. In this activity you will measure the heights of various objects using a single clinometer			
	Unit Title	Exponentiation & Expansion	Investigating & Modelling Patterns	Basic Trigonometry & Geometry	Representing the World Around	and trigonometric ratios. Bottle Rocketry (DP transition			
	Duration (weeks)	6	6	6	Us. 6	unit + IDU with Science) 8			
					•				

Description		Comparing and Comparing a									
			Mathematics curriculum. The cont	ent has been pushed down a grade i arade 6). The course is taught in 55	level (for example New Brunswick's gi 5 minute classes 5 times per week						
ollaborators			Derek Berthel, Matth			erg and Sean Miller					
urriculum	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8			
			circles and triangles will be	represent many situations. These	interdisciplinary investigation of						
	of both binomial and trinomial	connections with patterns. Moving	the main focus of this unit. This	allow us then to study relationships	basic principles involving projectile						
		and analyse differing forms of	programme.	indendes a predictions.	interpret and justify their data.						
	-	representation, description & how									
		the world around them									
		Communication	Social	Thinking	Social						
			leedback		for decision making						
	questions		Research	argument	Thinking						
			VI. Information Literacy								
			process data and report results	identify trends and forecast	Interpret data						
				possibilities.							
	and/or ideas	inquiries									
				can validate the decisions that are made							
					results for scientific engineering in						
	-				movement.						
bal Context	Orientation in space and time		Orientation in space and time:	Globalisation & Sustainability:	Scientific and techical innovation:						
Concepts	пертезептация, эрасе	deneralisations, patterns	models, representation	mouels, valuely	Science: Models, Movement						
			A: i, ii, iii	B: i, ii, ii	IDU: A, B, C						
Objectives											
					000000.0,0						
	Investigation	Investigating infinte surds.	Applications to Trigonometry	Investigating the real world	1. Designing and building a water-						
		Sequences & series test	project.		bottle rocket						
	Limensional Analysis Quiz				2 Presentation of Launch						
				logaithm test	Lauran						
	In content Events Contents Contents The Skills SOI SOI SOI SOI SOI SOI SOI SOI	Content	Content C	Internet Unit 1 Unit 2 Line 3 Constant Subset and appoints in supervised of cheb horsmand of promotile expressions. They will staked with manage of cheb horsmand of promotile expressions. They will staked with marking of cheb horsmand of promotile dimensional objects. The unit will memory & subset of horse constants will be marking on an expressions can be provided with expressions can be provided with expressions can be provided with expressions can be provided with expressions can be provided with the expressions can be provided with expressions can be provided with the expressions can be provided with the expressions the expressions can be preprovided withe expressions can be preprovided withe expressions	Institution Unit Institution	Intel Unit Unit <t< th=""><th>Inst. Inst. <th< th=""><th>Marking Without Used is (a properties) Used is (b properise) Use</th></th<></th></t<>	Inst. Inst. <th< th=""><th>Marking Without Used is (a properties) Used is (b properise) Use</th></th<>	Marking Without Used is (a properties) Used is (b properise) Use			

	Subject:	The cost of the second s	anatuma concernen in allenaard with the ID	English Language & Utersture	wood wood from Marrie Domonalia is minarad			Mandarin Lang	uago & Literaturo			German Langu	age & Literature	
MYP Year	Collaborators:		high achool Language Arts cu Da	riculum. The course is taught in 55 i id Tumbull, Abigail Rees and Sean	ninuto classas 5 timas per week. Viller		Me	hele Zhang, Miko Hoo, Lina Zhang,	Jang Yun, Xuanzi Zhang and Sean N	llier		Sebastian Adler, David	Turrbull and Sean Miller	
	Barna Unit Title	Unit 1 Short Stories: An Exploration of Tales From Around the World	Ust 2 Public Speaking: Use Your Voice for Change	Unit 3 Book Club: Analyzing, Interpretating and Discussing the Noval	Unit 4 Media, News and Journalism: What's the Scoop?	Unit 5 Poetry: Language as an Art	Unit 1	Unit 2 Unit 2 Unit 5 Cientific Spirit	Unit 3: Unit 3: Const People	Unit 4	Unit 1 Socke und Sophie - Pferdesprache leichtgemacht	Unit 2 Short Stories	Unit 3 Pippi Langstrumpf / Pippi Lonastocking	Unit 4 Media
4	Duration	Tales From Around the World	for Change	Interpretating and Discussing the Novel	What's the Scoop?		Diversity		10	profound meanings	Pferdesprache leichtgemacht		Longstocking	
	(weeks) Content	s Students will explore and learn the	s Students will learn about formal	8 I will divide the class into four	6 Students will learn about	/ With an open mind and by drawing	10 In this unit, students will explore	a In this unit, students will learn the	10 In this unit, students will learn	in this unit, students will learn	16 "Socke und Sophie -	s Students will explore and learn the	6 Sudents will read the novel and	/ With the development in
		Students will explore and learn the elements of a short story, and develop their reading comprehension and appreciation of different writing styles through a variety of genness. Censhally assiscing short stories will present students with a variety of leases, types, conflicts, and points of view that will prepare them to analyze the authorit messages.	Euclents will learn about formal public speeches as a test-type. They will practise and develop public speaking techniques. They will read, analyze and learn from public speeches about inequality. Students will research, write and	I will dwicht the cases into four groups based on interests in literature. Each group will read a novel. I will give students a graphic organiser to help them take notes, pequare for discussions and analyze the text. Students will	Students will learn about journalism, news, media and how real-world events are reported to the public.	upon previous knowledge, students will make relatable connections to new information	different forms of culture in literary texts, such as festivals, customs, architecture, and art. This will help	stories of ancient and modern scientists from estern to western in different times, and summarize	In this unit, students will seam about the achievements of some great celebrities and read celebrity biographies. They will learn the methods of character description and reflect on their own experiences.	myths, tables and folk stories. The text shows the truth in life in the form of small stories. Students will	Pterdesprache leichtgemacht' Pony Socke wurde misshandelt und hat jedes	elements of a short story, and develop their reading	then analyze it, sharing different point of views regarding the content and the interpretation of	technology over the last decades, media is more present than ever in our daily lives. From radio to
		of different writing styles through a variety of genres. Carefully	will read, analyze and learn from public speeches about inequality.	organiser to help them take notes, prepare for discussions and	The public.	exploring poetry	them understand the concept of culture are a reflection of their environment	onevent times, and summarize some common scientific spirit of mankind. Learn how to apply these scientific spirits to their own	methods of character description and reflect on their own	form or small stories, students will try to create a literary work with profound meaning by themselves.	mesnander und nat jedes Vertrauen in den Menachen verloren. Für Sophie geht ein Traum in Erfüllung, als sie Socke in	comprehension and appreciation of different writing styles through a variety of goverse. Carefully salected short stories will present students with a variety of issues, styles, conflicts, and points of view that will prepare them to analyze the ordinary memory.	content and the interpretation of the content.	our day iver, Hom facto to belevision and the internet, mada is available around the clock, no matter where we are or go. Media therefore also has a higher influence on our daily lives than before. In this unit, students will berne shot officeral block of
-		selected short stories will present students with a variety of issues,	Students will research, write and present their own speeches about an area of inequality.	analyze the text. Students will meet formally in reading circles				scientific spirits to their own academic exploration.	experiences		Ttaum in Erfüllung, als sie Socke in Pfege rehmen darf. Aber der	selected short stories will present students with a variety of issues,		matter where we are or go. Media therefore also has a higher
		styles, conflicts, and points of view that will prepare them to analyze the authors' messages.	an area of inequality.	meet formally in reading circles four times to discuss and analyze the novel. They will be analysing the novel be examining themes of			律文内容——北京的卷节:北京的荷 間:大的节日:建建的剪紙:在坡及散 前前:布鲁塞尔大广场:马来的曲:道 外间波道卷——余秋雨(行者尤懂)芒 寨TV纪录片(中面)				Pfege rehmen darf. Aber der Traum zerplatzt: Sophie muss erkennen, dass Socke und sie sich einfach nicht verstehen. Die	styles, conflicts, and points of view that will prepare them to analyze the authors' messages.		Influence on our daily lives than before. In this unit, students will learn about different kinds of
-		that will prepare them to analyze the authorit messages. Connecting with characters will be encouraged. Connections made with characters will help studients miste to characters and associate traits a character has that the student admines or wishes they had.		the novel be examining themes of identity, character development and making text-to-world connections.			外间波道着余秋雨(行者尤種)己 果TV紀录片(中間)				eriennen, dass Socie und sie alricht hich verträhen. Die einfach nicht verstehen. Die andswernden Missvenstänchlass zwischen Pory und Mädchen Stautionen. A pory rammd "Socie" has been abused and lost all trust in humans. A dream comer und forge song Sophie when ahe can take Socie into toster care.	that will prepare them to analyze the authors' messages. Connecting with characters will be encouraged. Connections made with characters will help students relate to characters and associate traits a character has that the student admires or wishes they had.		learn about different kinds of media and how they influence our daily lives.
4		relate to characters and associate traits a character has that the		connections.							Stuationen. A pony named Stuationen. A pony named "Socke" has been abused and lost	with characters we help students relate to characters and associate traits a character has that the		
		student admires or wishes they had.									all trust in humans. A dream comes true for young Sophie when she	student admires or wishes they had.		
											can take Socke into foster care. But the dream tals apart when Sochie realises that she and			
											can take Socke into foster care. But the dream fails apart when Sophie realises that she and Socke just don't undenstand each other. The continuous misunderstandings lead to			
4	ATL Skills	Self-Management	Communication	Communication	Communication	Communication	Thinking	Social	Communication	Self-Management	Communication	Self-Management	Communication	Social
		II. Organization Bring recessary equipment and supplies to class	Use a variety of speaking techniques to communicate with a undety of surfaceas	Read critically and for comprehension	Participate in, and contribute to, digital social media networks	Write for different purposes	Thinking VIII. Critical Practice observing carefully in to recording pathlenes	Build consensus	Collaborate with peers and experts using a variety of digital environments and marks	II. Organization Set goals that are challenging and walletic	Use appropriate forms of writing for different purposes and surfaceuse	B. Organization Bring neccessary equipment and supplies to class	Give and receive meaningful feedback	Help others succeed Encourage others to contribute
		Thinking DL Creative	Social Helps others to succeed	Thinking VIII. Oritical	Thinking VIII. Critical	Give and recieve meaningful feedback	Gather and organize relevant	variety of roles within groups	Social	Thinking OL Creative	Read critically and for	Thinking IX. Creative	Read critically and for comprehension	Thinking VIII. Critical
		Create original works and ideas;	Desearch	Gather and organize relevant information to formulate an any ment	Recognise unstated assumptions and bias		information to formulate an argument	Research W. Information Literacy Collect record wellwrists	Delegate and share responsibility for decision making	Create original works and ideas;	comprehension Self-Management IV. Affective	DC. Creative Consider multiple alternatives, inclusion those that might be	Make effective summary notes for shiphing	Exaluate evidence arguments
1		new ways	W. Information Literacy Access information to be informed and inform others.					VII. Media Literacy	Research VI. Information Litracy	new ways	IV. Affective Practice focus and concentration	unlikely or impossible		
								ideas effectively to multiple audiences using a variety of media	Conc., record and very card					
								and formats.						
4	501	Stories can allow people to create connections through interactions with genre and style.	Well-structured and purposeful communication techniques can be used to speak out against	Reading to understand characters and themes can provide new perspectives of identity.	Reporting on time, place and space gives people the context needed for an informed point of	Language can allow for creative self-expression that may create a meaningful experience for both	The heritage of a culture can be seen through its setting and context.	The structure of change depends on the purpose of the progress.	People identify with a role model's character through the theme of greatness.	Stories can show protound points of view through its creation and construction of gene.	Human dignity's purpose is defined by context and purpose.	Social constructions of reality create unique gennes and styles.	A character's moral reasoning is communicated through context.	Audences consume media based on culture and their understanding of intertextuality.
	Sistal Control	Orientation in Time and Space:	used to speak out against inequality.	identities and Relationships:	needed for an informed point of view when consuming media.	meaningful experience for both writer and reader. Personal and Out-and Exmen	Context.	Scientific and technical involution	greatness.	Construction of genre.	dentities and relationshins 2	Personal and cultural expression:	identities and relationships	Giobalization & Sustainability
	& Area of Exploration	Exchange and Interaction	Inequality	Identity Formation	Consumption	Creation	Heritage	ingenuity and progress	role models	socia construction of reality	roture and human cignity	social constructions of reality	reasoning an ethical judgement	Consumption
	Related Concepts	Connections Style, Genre	Purpose, Structure	Perspective Character, Theme	Time, Place, Space Context, Point of Vew	Creativity Audience Imperatives, Self- Expression	Context, setting	Change purpose, structure	literativ Character, theme	Creativity point of view, genne	Context, purpose	Creativity Style, Gennes	Character, Context	Intertextuality, audience imperative
1	MYP Objectives	Cillil Dililili	B:1,1,1 C:1,1,1 D:1,1,1,1,v	A: L IL IL IV B: L IL II D: L IL II, IV, V	A: L L L L L L L L L L L L L L L L L L L	A:1,8,8,1v B:1,8,8 C:1,8,8	間:1,8,8 C:1,8,8 D:1,8,8,6,v	Aci, a, a, a Bri, a, a Cri, a, a	A: L L L N B: L L H C: L L H	CLEB DLEENVV	A:1,8 B:1,8 C:1,8,8	CLIJ DLLI	Aci, 5, 10 Bi, 5, 5 Ci, 5, 5, 10	A: L R, R, N B: L R, H C: L R, H
	Assessed		D: i, ii, iii, ix, v The students will write and perform	Composition Desertation	C: I, I, II D: I, II, II, IV, V Contributing to a News Paper:	D: I, II, II, IV, V Composition: Students will analzve		D: I, J, II, IX, V	C: L, II, II D: L, II, III, IV, V Read a biography and counts		C: (, I, II D: (, II, II, IV Students will write a summary with	Students will write a short story to	C: i, ii, iii, iv Comparitive essay comparing the book with the movie.	C: (, II, II D: (, II, II, IV, v Make a blog that analyses and is critical of mainstream media
	Assessment Tasks	Students will write their own short story. They will apply the techniques, literary devices and understanding of related concepts to their work.	a formal speech about a topic of their choice.			a poem and construct and justify their interpretation of it by respond to essay style questions.	Discover how different cultures celebrate same festival. Presentation. Write a short report about your finding.	Interested in and read articles about this area. And then present the theory to your classmales with simple but scientific language.	D: L II, III, IV, V Read a biography and create an interview draft. Share the interview with classmates.	Oreate a story with profound meaning and act it out by groups.	related questions to the context.	a given picture story.	book with the movie.	ortical of mainstream media
4		to their work.		novel they studied. They will identify and comment upon the author's choices, discuss	r where about the school. Grade 6 students will act as reportens and be required to develop a new*	Creative Writing: Students w ^{as}	and your mong.	and the second s						
				Students will create a literary pockast or blog analyzing the novel they studied. They will identify and comment upon the author's choices, discuss similarities and differences betwee the novel and another teach they have independently read.	Students will be assigned different roles in contributing to a News Paper about the school. Grade 6 students will act as reporters and be required to develop a news story. They will employ their journalistic addis that they developed throughout the unit and markets before motions.	Creative Writing: Students will write their own poem using literary devices studied throughout the								
					developed throughout the unit and include interviews, pictures, a headine and composition. Media, News and Journalism:	1								
-	Unit Title	Creative Writing: Myths and Legends	Investigating the Galaxy: A Novel Study!	The Art of Debate and the Power of Persuasion: A Journey	Media, News and Journalism: What's the Schoop	Film Study Unit	Unit 1: Stored Childhood	Unit 2: Copress ourselves by variety language whites	Unit 2: BRACKIN Natural and human Landecape	Unit 4: DITATE OF A The characters in turbulent times				
2	Duration (weeks)	•	•	8	6	7	8	styles 10	9	9				
4	Content	In today's society, stories are reduced, reused, and recycled on a daily basis. Plots of fairy tales an	In changing and progressive societies, Iterature is created in a succession of constant	Debute: It it imply accentions politicians do, or in it a way of the Permanitive speech is all accord and we use it, we latter to it, we mad it and watch it on screens, so why do we not consider it an a dely part of the? This context will explore permanite speech and understand the convestions needed to permise speech and understand the convestions needed to permise an authors, and then students will put these newfound with the a debate	Media, news, and journalism: What the Scoop? In today's society, newspapers, files, and megazines are becoming less index and the second participation of media is taking over. For the first time, students are taking the power of news and journalism tack into their own hands and will create a school newsman collaboratively	In today's society, stories are reduced, reused, and recycled on a daily basis. Innovation and	第四学习内容巻込笔下的意年: (从百章四刻三昧米量):(阿太与<山 加約-):(社法)古首中的少年三章:	In this unit students will learn ancient poetry. The poerns and poetry views are the precicus wealth of Chinese poetry history, showing a guiding significance of students' appreciation skills and writes while	持续美好风光的诗词、描写大好风光 的数文	In this unit, students will learn the works of the work's three short story witers. Understand the methods of novel art creation, and understand "the small potato" who				
		a dairy basis. Prote of tary takes an commonly known, and myth and legends are commonly accepted to be the stories of our ancestors. Are	succession of constant transformation in order to preserve individual and cultural identity,	we use it, we laten to it; we read it and watch it on screens, so why	magazines are becoming less frequented by the daily person and	technology have taken over and now offer storytelling in a manner	(10)10日20月1日9日(10)10日(10)10日 南位2)1(社位)1古籍中的少年几里 (供试验证)再同:(用小儿却日)进代 生活中的整年:(终人编题)(指事体 保试验书)或该推荐——(朝宅夕抢)整 近(城前四事)林海會	wealth of Chinese poetry history, showing a guiding significance of	In this unit, students will learn poems and proses about natural and human marks scenary	incey where, understand the methods of novel art creation, and understand "the small potato" who live in an unfair society.				
0		these stories that we know based on fact, or fiction? In today's world	relay stores, and to entertain. With access to literature becoming easier and easier, people have more opportunity to access	do we not consider it as a daily part of life? This unit is created in two parts: first, students will	media is taking over. For the first time, students are taking the power of news and iournalism back into	that is easier to read, more pacessible, and for some, more enfectations, in this unit students will explore story-billing through technology and innovation to gain a better understunding of the better understunding of the better understunding of the creating tim. Students will write creating tim. Students will write creating tim. Students will write the story of the unit students advance impersatives, and at the end of the unit students will craft their own story using the avery day accessible.	3(1年5月1日年) 第1日本) 第1	students' appreciation skills and writing skills.	poems and proses about natural and human made scenery. Students shows their own sesthetic ideas by analyzing and	live in an unfair society.				
2		of technology, students have access to myths and legends from	more opportunity to access globalized perspectives and	explore persuasive speech and understand the conventions	their own hands and will create a school newspaper collaboratively with the grade 6 Language and Literature class. Students will	will explore storytelling through technology and innovation to gain	In this unit, students will study literary works about childhood and understand the significance of childhood and its impact on life.		writing.					
_		globalised perspective of how we came to be today. This unit will	expression everywhere they go. This unit will explore the unique perspective of the world through	needed to persuade an audience, and then students will put these newfound skills into a debate	Uterature class. Students will focus on decision making, editing.	decision making that must go into creating film. Students will	childhood and its impact on life.							
		of technology, student have access to right and lagends thor all over the vorkit, and a more globalisatio appresetive of how we came to be today. This unit will explore camaby writing by studying the components of mytha globa as implexition. This unit will applies different soft specific applies different specific a	the novel The Ultimate Hitchhikers Guide to the Galaxy by Douglas Artems This unit will emines	and then allucients we put these heartourd stills lets a debate (topic of their choice) related to neal-world issues that they see in their daily lives. This unit will allow students to focus on their latening and speaking skills, as well as the organization skills.	focus on decision making, editing, reflecting, and practicing agency in the publications of their school newspaper.	consider the aesthetics of storytelling and how they impact surfaces impactions and at the								
9		globe as inspiration. This unit will explore different text types,	different text types, approaches, and techniques to reading and will	students to focus on their listening and speaking skills, as well as their		end of the unit students will craft their own story using the every								
_		approaches, and techniques to oral and written stoprytelling, and will allow the writers to make	allow the students to form analysis' s based on the evidence found over a variety of different texts, the	organization skills.		day technology that they have access to.								
		shift abor on more a to have shift on the measure on the messages which they want to convey. Students will create their own original myths and legends based on their personal and which all exercises	Indiana diseluari, pengin hai polabilar pengenakan separatan anyakan Bay ga- pangan disebut separatan bay separatan separatan disebut separatan bay separatan disebut sebat disebut yang disebut separatan disebut sebat disebut yang disebut sebat disebut disebut sebat disebut yang disebut sebat disebut disebut sebat disebut sebat disebut sebat disebut disebut sebat disebut sebat disebut sebat disebut disebut sebat disebut sebat disebut sebat disebut sebat disebut sebat disebut sebat disebut sebat disebut sebat disebut sebat disebut											
		convey. Students will create their own original myths and legends based on their personal and	telationships, and global challenges will all be discussed. Students will also be faced with											
		cultural expression.	topics such as societal expectations and how our											
_			experiences form us as individuals. In doing so, they will create their analysis of the novel with using all of the different information discovered over the course of the											
			of the different information discovered over the course of the											
2	ATL Skills	Communication Use appropriate forms of writing	Communication Read critically and for	Communication Use a variety of speaking	Research VI. Information literacy	Social Manage and resolve conflict and	Research VL Information Literacy	Self-management II. Organization	Social Listen actively to other	Thinking VII. Critical Cather and covering relevant				
4		for different purposes and audiences	comprehension Thinking	techniques to communicate with a variety of audiences	Access information to be informed and inform others	work collaboratively in teams	Use critical literacy skills to analyse and interpret media commutications	Create plans to prepare for summative assessments	perspectives and ideas Give and receive meaninoful	Gather and organize relevant information to formulate an aroument				
		Thinking DL. Creative	Thinking VIE. Critical Gather and organize relevant Information in form (step or	Research VI. Information Literacy Make connections between various sources of information	Thinking VII. Critical thinking skills	IV. Affective skills Practise "failing well"	Thinking VSL Critical	Thinking IX. Creative	feetback	Interpret clata				
0		diagrams to generate new ideas and inquiries	argument	various sources of information	and bias		Gather and organize relevant information to formulate an	connections between objects and/or ideas	Thinking VIII. Ontical Consider ideas from multiple	Draw reasonable conclusions and generalizations				
2							argument Internation	Apply ealiting knowledge to generate new ideas, products or	perspectives					
	501	Creativity allows for the exploration of identity through self-expression and genre.	Different perspectives on	Structuring communication	Communities with a context of	Technological innovation used for	Cultural context leads to the	processes	Genres and aesthetics throughout	The rights of individuals are				
		or identity through ser-expression and genre.	Different perspectives on intertextuality can change the interpretation of a character's motivation.	Structuring communication methods with personal expression and purpose may change an individuals point of view.	Communities with a context of fairness and development celebrate different and inclusive points of view.	Technological innovation used for a stylized aesthetic may alter an audience's response.	Cultural context leads to the unique development of gennes focusing on happiness and the good life.	Language is communicated through personal and cultural self- expression and style.	Genes and aesthetics throughout space and time will differ in their audience imperative.	The rights of individuals are directly connected to the setting and context.				
2	Global Context	Personal and Cultural Expression: Oreation	Identities and Relationships: Motivation	Personal and Cultural Expression	Fairness and Development: Difference and inclusion	Science and technical innovation	Identities and relationships: Happiness and the good life	Personal and cultural expression: Languages and linguistics.	Orientation in space and time	Paimess and development: Rights				
_	Related Concepts	Self-expression, Genre	Intertextuality, Purpose	Point of View, Structure	Contest, Point of Vew	Audience Imparative, Style	Context, genres	Communication Style, Self-expression	Audience imperative, Genre	Context, setting				
	MYP Objectives	C: L 8, 88 D: L 8, 81, 16, 14	たしににい 日にしに 日にした	Acii, Iv Bei Dillin, V	Billin Dillin, N, V	C:LLH D:LLHN,V	A: 5, 17 B: 1, 5, 8 C: 5, 8	ALLER BLLE CLEE	8:1,8,8 C:1,8,8 D:1,8,8,14,¥	A (1, 1, 1) B (1, 1) C 1, 1)				
0	Assessment	Students will write a creative work of two pages and present it to their class	Investigating Literature: An analysis	Persuasive Speeches - Research and Analysis	Students will create a newspaper	Students will produce their film			Make a video about natural and	D: I, II, III, IV, V Refer to the current society, create				
2	Tasks	or two pages and present it to their class.		and Analysis The Great Debate - In Class Debate		Students will produce their film using phones, computers, and other technology handy Students will explor film as a non- literary test	D: Li, B, Ly, C, Y. Thomes, B, Li, B, Ly, C, Sandard M, Sandard	D: 1, 8, 8, 16, V Choose different language styles, forms, and geness to express the feeling of farewell. It can be a lyric, prose, poem or other forms. Read	human landscape, write a description of it used as sublitie for the video. Show it to your classmate.	Refer to the current society, create a short novel with a sad but pathetic figure. Design an illustration for your novel.				
				Debate		literary text	be known as early as possible. Writing task: write a short novel, describe amaria	prose, poem or other forms. Read in front of your classmates.	Show it to your classmate.					
0							your childhood, include:Three elements of novelfeeling and							
2							setting happily blendedtak briefly about how this experience influenced your life after lifed 1: The function of media							
	Unit Take	Do Advertisements Runs the World?	Expressin Our Lives	Examining Silence: an Interaction Dewteen Literature and Us	Fake News: A Modern Misfortune	Into the puppetverse!	Unit 1: The function of media languages Source 1: 1:1	Unit 2: Realities in Science Riction #40+Black	Unit 3: Cultural Heritages 5:00	Unit 4: Multifaceted human nature 伊朗教人教	Kurzgeschichten (Short atories)	Science Fiction: The Reality of Star Trek		
2	Duration (weaks) Content	8	8		7	7	9	9	9	9	°	12		
U	Content	The main goal of this unit is to cultivate global clitaenship by stranothanics at	In a changing and progressive societies, art forms from around the workid are constructed.	Speak is an American novel writter for youth by author Laurie Halse Anderson This sectors	Fake News is a term we all know, but do we really understand the extent of what it	What is storytelling an what are its' limits? This unit, grade 8 students will explore the limits of storytelling through a variety of forms from around the workd. Students will	In this unit, students will learn how to analyze and write different types of news, such as newsletter, news features, news commentary, etc In an effort to facilitate exploring	In this unit, students will explore movies and novels about science fiction securit the model final	In this unit, students will explore the expositions about Chinese cultural bettane	In this unit, students will explore the well-known comedy The Members of Vienters	Kurzgeschichten aus verschiedene n Themenbereichen. (Short stories from different genres)	A view into the future of humanity using Star Trek. Can humanity achieve what is predicted in Star		
		social responsibility, civic engagement, and global	constant transformation. With outlets such as art galleries, social	the life of a young teenage girl who's life is changed after a	people? In today's society, fake news is all around us. We read it,	through a variety of forms from around the world. Students will	features, news commentary, etc In an effort to facilitate exploring	fiction around the world. Explore the relationship between science and technology, social life and literature. Encourage students to have a scientific splitt.	cultural heritage, such as Chinese Stone Arch Bridge, The Palace Museum, Classical Gardens of	Mechant of Venice written by Shakespeare and the famous Nonvegian drama Doll House	Chadrada coll scalars and local the	Tek?		
		The main goal of this unit is to cultivate global citizenship by strengthening students' sense of social responsibility, civic engagement, and global awareness. Throughout this unit, students will explore their role in creating unity and peace within school, community, and the world.	societies, art forms trom around the worki are created in a cycle of constant transformation. With outliets such as art galleries, social media, and our own creativity, people have more opportunities to access globalised perspectives on art and expression everywhere	Speak is an Annotan scorel writtle for youth by surfror Laurie Nation Anderson. This neural Bocase on the life of a young teenage grid who's life is changed after a traumatic event the summer before the entring rande & Dpank in challenging novel which focuses on topics surfrom coming of ago, mental health issues, and pare presenantbacking. This novel table a dealer with the identity of the individual and group. The unit will not only allow students to gain an appreciation for Beatane, it will be able to the individual of the individual and group. The unit will be able to the individual of the individual and group. The unit will be	but do we really understand the subset of what it meanse, or does to people? In today's society, take news is all around us. We read it, we watch it, scoretifmes we even repeat it. How do we know when news is real, and when it is take? And to what extent do facts have	around the workd. Stadents will learn how to select specific audiences and create tests, and they will put their creativity to the limits by performing their creative pieces collaboratively in puppet shows.	this unit, students do research on each type of news and share their	neterure. Encourage students to have a scientific spirit.	Suthou and Chinese Characters. Learn how to write expository	written by Ibsen in detail. Exploring the social causes of the characters' character through this	elements of a short story, and develop their reading comprehension and appreciation			
		school, community, and the world.	art and expression everywhere they go. This unit will explore	on topics such as coming of age, mental health issues, and peer	And to what extent do facts have to change for real news to become	limits by performing their creative pieces collaboratively in puppet	will grasp the definition of news, the influence of media, and the	1.太空浅源。2. 遣遇景族。3. 科幻与 孩术。4.乌孔祭与政孔祭。5. 时间的 小说。6. 科幻的领域。	heritage and understand the relationship between culture and	two drama.	of different writing styles through a			
			they go. This unit will explore creative writing by using different art forms from around the globe as impiration. This unit will explore different text types, approaches,	pressure/bullying. This novel takes a cross-curricular approach in that it deals with the identity of the	to change for real news to become take? In this unit, all of these questions will be explored and many more by studying a global assortment of take news. Students	shows.	Interaction between policy, ideology and the political media.	小说。6. 科幻的很强。	economy.	1. 戏剧荣识 2.(咸昭融商人)3.(雷 問)4.(饥祸之家)	selected short stories will present students with a variety of issues, styles, conflicts, and points of view			
			different text types, approaches, and techniques to creative writing	Individual and group. The unit will not only allow students to gain an	assortment of take news. Students will take everything they have						styles, conflicts, and points of view that will prepare them to analyze the authors' messages.			
			sho will allow the writers to make stylistic choices based on the messages which they want to	allow for self-exploration and growth. This novel study is	allocities of the news, seconds, will take excepting they have learned about the text type and they will create their own take news articles with their own specific audience and intention in mind.						encouraged. Connections made with characters will help students			
			and sechagues to chazive writing and will allow the writers to make stylistic choices based on the messages which they want to convey. Topics such as economy, freedom of expression, and global challenges will all be discussed. Provide a writi whe to demonstrate	not only allow students to gain an appreciation for literature, it will allow for self-exploration and growth. This novel study is designed to help guide students to better understand communication as well as identifies and intermediate of server which the set of the second sec	specific audience and intention in mind.						the authors' messages. Connecting with characters will be encouraged. Connections made with characters will help students relate to characters and associate traits a character has that the student admires or wishes they			
			challenges will all be discussed. Students will also be faced with topics such as accitetal expectations and how corr experiences. from us as individuals in order to dive the oreative process from personal experiences. In doing so, they will create their own styliatic piaces using language, style, and gerre in order to actives their ultimate goal. Social	elationships - all topics which are very relevant to their everyday lives. This unit will finish with a novel analysis in the form of an essay using MLA formatting.							had.			
			expectations and how our experiences form us as individuals in order to drive the creative	rover. This unit will finish with a novel analysis in the form of an essay using MLA formatting.										
			process from personal experiences. In doing so, they will create their own shifting and											
			using language, styles and genre in order to achieve their ultimate coal.											
	ATL Skills	Communication Use a variety of media to communicate with a range of	Practise empathy	Communication Structure information in summaries, essays and reports	Research VI. Information Literacy Access information to be informed	Communication Use a variety of media to communicate with a range of	Communication Use a variety of media to communicate with a range of	Research W. Information Literacy Access information to be informed	Communication Structure information in summaries, essays and records	Communication Interpret and use effective modes of non-verbal communication	Self-Management III. Organization Bring necessary equipment and	Communication Read a variety of sources for information		
		audiences	Self-Management II. Organization Create plans to prepare for	Thinking Will Critical	and inform others	audiences	audiences	and inform others	Research VI. Information Literacy	Preview and skim texts to build understanding	supplies to class	Thinking VIII. Critical		
-			summative assessments	Gather and organize relevant Information to formulate an	Thinking VII. Critical Practice observing carefully in to	Self-Management III. Organization Set goals that are challenging and	Write for different purposes	VII. Media Literacy Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of memory and media forth size.	VI. Information Literacy Present information in a variety of formats and platforms		Thinking IX. Creative Consider multiple alternatives, including those tha might be unlikely or impossible	Revise understanding based on new information and evidence		
3		VL Information Literacy Use critical literacy skills to produce		acument	excognise problems	realistic	Thinking X. Transfer Inquire in different contexts to gain	use information from a variety of sources and media (including clothel social media and online	VII. Media Literacy Communicate information and ideas effectively to multiple sudiences using a variety of media and formats	Social Manage and resolve conflict and work collaboratively in teams	including those the might be unlikely or impossible			
3		Research VL Information Literacy Use critical literacy skills to analyse and interpret media communications						and online seeds and online	ideas effectively to multiple	Negotiate effectively	Generate metaphors and analogies			
3		VL Information Literacy Use ortical literacy skills to analyse and interpret media communications Thinking VBL Critical						networks)	audiences using a variety of media					
3		communications						networks) Thinking WE. Critical Formulate factual, topical.	audiences using a variety of media and formats					
3		communications						networki) Thinking WE: Critical Formulate factual, topical, conceptual and debatable questions	audiences using a variety of media and formats					
3	201	communcations Thinking VBL Critical Recognise unstated assumptions and bias	Creatility can be used for self-		The context and logic of a text helps in interpretating its fairness.	A sloy's constructions of reality create unique characters and	The media's can purposely shape purspectives and opin' ^{ad}	Thinking Will: Ortical Formulate factual, topical, conceptual and debatable questions		Characters from different contexts	Social constructions of reality create unique genes and shime	Different opportunities, genes and contexts define connections		
3	501	Communications Thirking RECritical Recognite unstated assumptions and bias Advertisements communicate style to an audience based on demographics.	Creatility can be used for set- expression to produce purposeful works of art.	Consciousness and mind communicate self-expression through identity and point of view.	The context and logic of a text helps in interpretating its fairness.	A story's constructions of naility create unique characters and natings.	The media's can purposely shape perspectives and point of view by constructing reality.	Thinking VIII: Orifical Formulate tackus, topical, conceptual and debatable questions The information age can connect the social and cultural contexts of the current setting.	Coltures in a multicultural and globalised society serve the purpose of diversification and interconnectedness.	Characters from different contexts connect through philosophies and ways of life.	Social constructions of neility create unique genes and styles.	among people, objects, organisms or ideas.		
3	SCI Gibbal Context	communcations Thinking VBL Critical Recognise unstated assumptions and bias	Creatility can be used for self- expression to produce purposeful works of art. Personal and Califural Expression: Artiany		The context and logic of a text helps in interpretating its fairness. Fairness and Development	A story's constructions of naility onate unique chanceurs and satings. Personal and Catalana Expression: social construction of maility	The media's cas parposally chape perspectives and point of view by constructing mality. Averanal and cultural expressions Social constructions of wally	Thinking VIII: Ortical Formulate tachual, topical, conceptual and debatable questions The information age can connect the social and cultural contexts of the current setting.	Coltures in a multicultural and globalised society serve the purpose of oliveralitication and	Characters from different contexts connect though philosophies and ways of life. Penceral and cultural expression: Philosophies and ways of life	Social constructions of reality create unique genes and styles. Personal and cultural expression: social constructions of reality	Different opportunities, general and contexts define connections among people, objects, organizers or ideas. Scientific and technical innovation: opportunities		
3	SOI Gibbal Contest Kay Concept	Communications Thinking VEL-Cristal Recognise unstated assumptions and bias Advertisements communicate style to an audience based on demographic. Globalization and Sustainability: Reputation and Sustainability:	Personal and Cultural Expression: Artistry	Consciourness and mind communicate self-expension munopi benthy model of view Gentlices and Relationships Consciourness and Mind	Fairness and Development	Personal and Cultural Expression: social construction of reality	Personal and cultural expression: Social constructions of reality	Thisking WE. Critical Tormulate factual, topical, conceptual and debutable questions The information age can connect the social and curval contexts of the curvent setting. Scientific and technical innovation: Whule environments and the hitemention Age.	Culture in a multicultural and biblaiked tockey serve the purpose of diversification and interconnectedware. Globalization and sustainability: Diversity and interconnection	Personal and cultural expression: Philosophies and ways of ite	Personal and cultural expression: social constructions of reality	among people, objects, organisms or ideas. Scientific and technical innovation: opportunities		
3	501 Stollar Contact Rational R	Communicational Thissing WELCORCIA Recognise untertained assumptions and bias Advertisements communication by du- ta an automotivation based on demographics. Obballisation and demography Population and demography Communication Advector therperature, Syla	Personal and Cultural Expression: Artistry Creativity Purpose, Self-expression	Consolutional and road communicative and road of communicative and repression communicative and Mind Communicative Communicative Communicative Dated of view, Schubersson repression		Personal and Cultural Expression: accial construction of reality Creativity Character, setting	Personal and cultural expression: Social constructions of reality Perspective Point of view, purpose	Thisking With, Gritical Automatic Conceptual and debatable questions The information age can connect the social and cubunal contexts of the current setting. Scientific and technical invocation: What environments and the Contextions Eventual Context of the Contextions	Culture in a multicultural and pubballed locicity serve the purpose of diventification and interconnectioness. Globalization and sustainability: Diventify and therconnection Culture Purpose	Personal and cultural expression: Philosophies and ways of ite Connections Character, context	Personal and cultural expression: social constructions of reality Creativity Style, geness	among people, objecte, organisms or ideas. Scientific and technical innovation: opportunities Connections Context, gentes		
3		Communications Thinking VEL-Cristal Recognise unstated assumptions and bias Advertisements communicate style to an audience based on demographic. Globalization and Sustainability: Reputation and Sustainability:	Personal and Cultural Expression: Artistry	Consciourness and mind communicate self-expension munopi benthy model of view Gentlices and Relationships Consciourness and Mind	Fairness and Development	Personal and Cultural Expression: social construction of reality	Personal and cultural expression: Social constructions of reality	Thisking WE. Critical Tormulate factual, topical, conceptual and debutable questions The information age can connect the social and curval contexts of the curvent setting. Scientific and technical innovation: Whule environments and the hitemention Age.	Culture in a multicultural and biblaiked tockey serve the purpose of diversification and interconnectedware. Globalization and sustainability: Diversity and interconnection	Personal and cultural expression: Philosophies and ways of ite	Personal and cultural expression: social constructions of reality	among people, objects, organisms or ideas. Scientific and technical innovation: opportunities		

	Subject Description	The CIGH MYP Language and Lit	erature program is aligned with the ID	English Language & Literature WYP Language and Literature frame	rok and the New Drumseick (Canadi) Board of Education's middle and		Mandarin Lange	iage & Literature			German Langu	spe & Literature	
SIVD Year	Collaboratora Custodure	Unit 1	high school Language Arts cu De Unit 2	iculum. The course is taught in 55 m id Tumbull, Abigail Rees and Sean N Unit 3	inute classes 5 times per week. Ner Unit 4	Unit 5	Mic Unit 1	hele Zharg, Miko Hoo, Lisa Zharg, Unit 2	Jang Yun, Xuanzi Zhang and Sean le Unit 3	Unit 4	Unit 1	Sebastian Adler, David ' Unit 2	Turrbul and Sean Miler Unit 3	Unit 4
	Assessment Tasks	Summative Task #1: G: To create an advertisement by making stylistic choices that	Preedom of Expression: Sharing our Stories Goat: To create a body of work	Speak: An Novel Analysis	Students will create their own take news articles with their own specific audience and intention in	In groups the students will create an original story to be performed	Performance task: Ask students to write a commentary on 'safety of school	Read Verse's series of novels, look for the technology that has already	Hold a debate, and discuss whether cultural heritage buildings should be developed into tourist	Write a drama and act it out.	Creative writing: Create their own short story based on themes and motifs discussed in the analysed	Usit 2 A presentation on how Science Fiction has influenced modern acciety.		
		by making styletic choices that communicate ideas and tailor a message to appeal to a specific audience on a global scale.	table to create a body or work that serves an artistic purpose in creative writing. Instruction: You will use an art piece as inspiration		specific audience and intention in mind	with puppers.	buses' according to a news report. Requirement:	Read Verne's series of novels, look for the technology that has already been realized; students think about the basis of Verne's creation; and create a mini science fiction article to describe a certain technology notices the series of the finite	attractions.		moths discussed in the analysed short stories.	society.		
3		R: You an advertising executive.	and communicate your identity to an audience through creative				report from their perspectives and share how the news shapes	inat may be readed in the ratate.	制文的如识和四篇关于物质文化遗产 的文章、选择自己感兴趣的一项物质					
\sim		A: You need to select a global target audience to tailor your advertisement towards.	writing. Consider why you are writing the piece, what you are trying to express, and why it is				people's point of views and bring up their own views and findings. Students need to support their	1 学生们在课堂中最就到一部科幻电 影的一部分、综合自己在这个单元用 学习的如识和自己的想象力,将电影	1.地域"扁铁钢头"学生感过于分级 制定的输出和面膜关于物质又无遗产 的文章。这样自己感头趣的一级物质 无化遗产。这时有已然头趣的一级物质 其实地描述是其中内容的科学性。道 言的是种性。力完成一量正式的论 了。提供文字子文化之间的关系。 言要这是主、论文和成中对思想现点 的研究					
		advertisement towards. S: The advertisement firm you has	enting, Consider why you are enting the pices, what you are thying to express, and why it is important to you are a writer. Rain: You are a writer, a post, a thriter. I an artist.Audinoco: You will o determine your target audience. I Who will you write for? What do you want them to feel when they are reading your mastepision? What should they know about you?				view with evidence from the information they collected and their own experience in social reality.	1 平至5日復建 午会获到一都料和的 部約一部分,能会自己充这个单元牌 学习的如识和自己的发展力,将也把 中的部分加益的安立。包括电影教会 并(小姐)和意思说明十人以平是运行, 秘密无论地道一个也影响意。要定由 地学业对于和公司和自己的考试,学后每 个人都要实际一个意思说明。想解和 论读他们的选择,并且思想们的读作 都方。	2、探索2十步2020时关系。 要变注意上 论文形式中时思想现在 的规究 5. 以正式的连体,使用非富的连言和					
		5: The advertisement firm you have been working for has asked you to create a new ad campaign to react a global market for a product of your choice.	 determine your target audience. Who will you write for? What do you want them to feel when they 				给学生一篇关于安全校车"有关的很 道、写一篇评论、要求学生分析很道 的数据内容、现点等、提出自己的看	12、并为它创造一个电影领告、兼现 比学生对于科幻作品的理想、学生每 个人都要要不一个意思识明、解释和 认识出的问题书、常常是最近的法法。	b. 以正式的团体,使用丰富的近富和 级性的词汇:为了使论文更具有说服 力. 尽量使用多种论证,说明方式来 间还自己的现点。					
		your choice. P: You will create an	are reading your masterpiece? What should they know about you?					论证他们的选择,并在忽他们的协作 能力。	Micelonga.					
		P: You will create an advertisement. It can be hand drawn our done digitally. You will write a report explaining how the strijistic choices you made communicate ideas that are before it a serverite anomine	you? Situation: You are creating a small body of three works of creative submit three works of creative writing, each based on a different piece of art. Of these, at least one				(安全校车角后的"故事")							
		stylistic choices you made communicate ideas that are tailored to ensue to a snerific	writing, each based on a different piece of art. Of these, at least one niece of work must be a thort											
		tailored to appeal to a specific audience. The report should be at least 500 words long.	piece of art. Of these, at least one piece of work must be a short story of a minimum of 4 pages double spaced. The other two works may be shorter creative namatives, poetry, or an alternative creative writing form.											
		S: Oriteria A, Oriteria C, Oriteria D Summative Task #2	nanatives, poetry, or an alternative creative writing form.											
		Shudents will exercise and	Preedom of Expression: Poetry This week you will create a collection of poetry that represents who you are as an individual. Consider this to be a "self-portrait"											
		annotate an advert for a charity organization. They will answer the question below:	who you are as an individual. Consider this to be a "self-portrait"											
		How does the charity organization persuade the audience to support the cause?	Consider that to be a "self-portant" Drough peoply. Now gaal is to renain these works of at that leaves purpose is creative works of a that that works and the people of the self-point point of the people of the self-point point of the people of the self-point renaint of the self-point renaint of the self-point people of the self-point of the self-point of the point of the renaint(s). Consider your authence when making these piccent? How when making these piccent? How when making these piccent? How when making these piccent? How when making these piccent? How we have piccent of the self-point of the self-piccent the self-piccent of the self-piccent self-picce											
3		the cause?	writing. Instruction: You will use yourself as inspiration and communicate your identity to an											
J			audience through poetry. Consider why you are writing the piece, what you are trying to express (the											
			image and the music), and why it is important to you as a writer (the meaning). Consider your audience:											
			what should they know about you? What do you want them to feel when reading these pieces? How											
	Unit Title	Bringing the Page to Life!	When Weating these pecker / How are they going to link these three pieces together? Correctly: Using Harmor to Explore Global Issues and World	Born Different: Investigating Historical Perspectives and	Oratory Unit		Unit 1: DEC Arts appreciation	Control Language skills	A BEE The wisdom of life	• Chinese Sterary				
Λ	Duration	8	Explore Global Issues and World Problems 7	Historical Perspectives and Realities 10	10		9	8	9	classics 9				
4	(useka) Content	What is a production? More	Students will explore culture, bias, rolint-choise, and self-surgestion	Students will explore culture, bias, mint-of-view self-averagesion	What is the importance of public marking? Data communication		诗歌、赖文、小说、章乐、绘画、广告 等艺术的爱贺。	演进与辩论。	In this unit, students will explore formula latives accient and	In this unit, students will explore Chinese socient works excerning				
		importantly: are there different types of productions, based on different types of writing? Genes is a word which is very common in	through the lens of a variety of political carbons from around the and The students will learn	point-of-view, self-expression through the lens of Marjane Satrupi's graphic Novel Pensepolis and Garee Luan Yang's graphic novel American Born Chinese. The	speaking? Does communication have to have a purpose? What can we learn about people and society through rublic stration? These		In this unit, students will learn how to appreciate literature, music and	In this unit, students will learn how to give a speech and debate. Students will available how to not	In this unit, issuents we expose immose listers, anciert and modern poems, proses and novels about love, Ohinese dassical theories on life. Teat the wisdom of prediccessors dialectically. Guide our life with ancient wisdom in line with modern life	Chinese ancient works excerpted from China's Four Great Classical Novels, such as (智取主要明),(格 祭之死),(范之中谷),(書愛守時), Students learn more about the				
Α		the study of languages, but how much of genre is a convention, an brought of genre is a convention, and	about global issues and and how d to analyze images (cartoons) using	novel American Born Chinese. The students will learn about Iranian	through public speaking? These are some of the many questions the grade 9 class will set out to		In this unit, students will learn how to appreciate literature, music and visual arts and how to write a commentary on them. In an effort to facilitate explosing this unit, students should recommend their	to give a speech and debate. Students will explore how to put forward their views and prove them in an appropriate way.	of predecessors dialectically. Guide our life with ancient wisdom	Students learn more about the history and culture of ancient				
4		censet ripper or writing? Latter a a word which is very common in the study of languages, but how much of genre is a convertion, an how much is an artistic choice? This unit, students will put the conventions of different genress to	a variety of neurobal in groups and individually students will practice analysing skills during the first hold of shire in the	conceived notions of countries they are unfamiliar with. In groups	inquire throughout this self-study oratory unit. In this unit, the grade 9 students will work on their public		students should recommend their favorite poem, prose, novel, music, picture and advertisement to others and give their reasons.			bioents sam more about the history and culture of ancient China, and further learn the methods of novel writing and appreciation by this unit.				
		convertions of different garwas to the text in attempt to see just how for they can push different garwa convertions that align with results writing, Students will loaus on concepts tauk-tail align with results writing, Students will loaus on concepts tauk-tail and a shorts of align understand how a shorts can can be life, them during the second tail to the unit, alughter will take of the unit, alughter will take a collaborative piece of work and thring it to life in a way that they deem fit.	Budents will explore culture, bias, point-of-view, and esti-expension through the lens of a variety of political catoron term around the work!. The students will same about global issues and and how of to analyse images (participating and individually students will practice analysis with desting the first hard of this unit, then in the second half audients will create the hard or any political endors and practice analysis.	summative task of researching and presenting an aspect of Iranian culture. Next the choice of Iranian	a muderits will work on their public speaking skills with the goal of gluing a talk at the end of the unit on a topic of their choice. Students will work throughout the unit to		others and give their reasons.							
A		concepts such as character, plot, theme, and setting in order to fully understand how	e their own political carbons using the tools they have studied when analyzing.	read, discuss and reflect on sections of Scott McCloud's	explore different discussion topics and an assortment of global									
4		to life, then during the second hall of the unit, students will take a collaborative niene of model.	1	their understanding of the graphic novel text type as a legitimate iterary source. Evolution	on a topic of their choice. Students will work throughout the unit to suplow different discussion topics and an assortment of global concerns in order to identify their own interests. Students will then work on their research and communication skills to deliver a speech suitable for an audience.									
		bring it to life in a way that they deem fit.	1	and Green Low Yordy applicit and Arriactea Boot Dollans. The students and the Boot Dollans. The students are the Boot Dollans. The Students and Students and Students How years of the Students and Students How years of the Students and Students How years of the Students and Students How years and Students and Host Dollans How Constants and Predication Students and Mark Constant Understanding Contacts to Lather understanding Co	speech suitable for an audience.									
A	ATL Skills	Social Delegate and share responsibility	Communication Interpret and use effectively modes of non-web-	Social Manage and resolve conflict and manage collectored on	Communication Use a variety of speaking techniques to communicate with a		Self-Management N. Affective	Communication Use a variety of media to commnicate with a range of	Social Take responsibility for one's own	Self-management IX Affective				
4		for decision-making Thinking DC. Creative	of non-verbal communication Thinking WB. Critical	Thinking	techniques to communicate with a variety of audiences		perseverance	audiences	Listen actively to other	perseverance				
		DC Creative Consider multiple alternatives, including those that might be unlikely or impossible	Recognise unstated assumptions and bias	Gather and organize relevant information to formulate an even ment	VI. Information Literacy Access information to be informed		V. Reflection What can I do to become a more efficient and effective learner	of non-verbal communication	perspectives and ideas Research VL Information Literacy	Thinking VIII. Critical Formulate factual, topical,				
		X. Transfer		- Annent	norm others		Thinking X. Transfer	Listen actively to other perspectives and ideas	Collect, record and verify data	questions				
4		understanding and skills to create products or solutions					Combine knowledge, understanding and skills to create products or solutions		VIL Media Literacy Make informed choices about personal viewing experiences	perspectives				
	501	Creating characters and settings to be a story contribute to the social construction of reality.	 Humour may create political change by positioning the audience to reimagine the context of global events. 	Cultural points of view are expressed in a variety of ways, allowing for a better understanding of historical intege	Communication with purpose and structure informs the population regardless of intent.		An audience's point of view determines the beauty of the aesthetic.	Language systems are used to communicate purpose and context.	personal viewing experiences Gennes can express different perspectives of lifestyle choices to form different relationships with the underset	Classical characters throughout history reveal the contest and identity of their society.				
			of global events.	of historical ideas.					audience.					
4	Global Context Key Concept	 Personal and Cultural Expression: Social constructions of reality Creativity 	Fairness and Development Politics Change	Personal and Cultural Expression: histories of ideas Culture	Globalization and sustainability: population and demography Communication		Personal and cultural expression: Beauty Aesthetic	Personal and cultural expression: Languages and Inguistic systems Communication	identities and relationships: Lifestyle choices Perspective	Orientation in space and time: Ovilizations and social histories identity				
-	Related Concepts MYP	Character, Setting	Audience imperatives, Context	Point of View, Self Expression	Purpose, structure		Point of view, audience imperative	Purpose, context	Genre, audience imperative	Character, context,				
	Objectives	C LL H D LL V	C: 1, 8, 8 D: 8, 8, v	8:1.1.8 C:1.1.8 C:1.1.8	C. I. II. D. I. II. II. N. V		R.I.I. C.I.I. D.I.I.I.V.V	B: L L H C: L L H D: L H H H H H	8:1.1.8 C:1.1.8 C:1.1.8					
4	Assessment Tasks	So far in the unit students have shaded, practiced and shared many pieces of writing with the intention of theative in mind. Students must present individual nametives to their classmates with an audience, expression, and intention in mind.	In grade 9, students have spent the last few weeks learning about political cartoons, understanding	5:16.10, v. What's Your Story? Exploring Creative Writing & Cuthure In order to explore the concepts of this unit you will explore creative writing by expressing yourself through the mediums of your choice. Neur creative writing will be about an experience you have had with a cuthure. It doesn't have to be 100% accurate (be creative), but should have elements from your	Speech Students will apply what they have learned about cratory skills,		D: L N, H, H, H, W W K, Start Which can be songs, short films, sculpture, articles or paintings. Choose other people's work of art and write a comment.	1. Write a speech draft of a given topic. 2. Debate competition.	Interview senior citizen's wisdom of life.	D: L II, III, IV, V Choose a classic character from a translated iterary work. Introduce and analyse the character based on the context he or she lives.				
-		Intertion of theatre in mind. Students must present individual	political carbons, understanding how to read there, and practicing how to analyze them. In this summative, students will be using OPTICS to analyze the political carbons provided in class. Remember to consider any literary devices which may be present in this excitors than the political	In order to explore the concepts of this unit you will explore creative writing by expressing yourself	Instruct about oratory skes, inetoric and non-verbal commitcation to give an empassioned speech on a global		people's work of art and write a comment.	2. Ledate competition.	Write a speech draft. Give a speech to all your classmates.	character based on the context he or she lives.				
		an audience, expression, and Intention in mind.	OPTICS to analyze the political carbons provided in class.	choice. Your creative writing will be about an experience you have had	empassioned speech on a global issue that concerns them.									
			devices which may be present in this cartoon. Among many literary devices, the few we have touched	with a culture. It doesn't have to be 100% accurate (be creative), but should have elements from your own experiences.										
		Inforcement the curstion of this unit, thickers have bocused on language not only as something which is to be studied but also as tool which should be used is own tool which should be used is own day life. For this unit's final assessment, the task is to antibulate the source of the states of the	a on in class are (hint)											
		day life. For this unit's final assessment, the task is to collaboratively create a piece of	1. Symbolism, 2. Exaggeration, 3. Labeling, 4. Analogy, 5. Irony	Goal: To creatively construct a story that expresses your cultural perspective. Role: You are a creator who just signed a lucrative										
		collaboratively create a piece of writing with the goal of bringing this piece to life through theatre and expression.	When forming your analysis, please be sure to consider the following conceptual question from	creator who just signed a lucrative deal with Disney to tell your story in the medium of your choice.										
			please be sum to consider the following conceptual question from this unit's study; how do authors create meaning for the audience? You may chose which carbon to speak about, please only choose one. This is a summative assessment shich will assess Critecton A: Analysing	Audience: That is up to you. Who do you feel should hear your story? How will that effect how you tell it?										
			speak about, please only choose one. This is a summative assessment which will	Situation: The challenge involves exploring a story about your own										
			assess Otherion A: Analysing For the final summative of the	Situation: The challenge involves exploring a story about your own point of view and expression of an experience you have lived within your chosen culture.										
			For the final summative of the current unit Comedy: Using Alumor to Explore Global Issues and World Parking Industry States	Product: You will create a story, in										
			be to create a collection of three different pieces of humor in order	Product: You will create a story, in a genes of your choosing, in order to express your cultural perspective to your chosen audence. Then, you will chose one action of your will chose one action of your story to reveate in a cifferent medium of your										
4			global issues that are important to you. This must be based on an	section of your story to recreate in a different medium of your										
4			to Explore Gibbal Insues and World Problems toldwalky your task will be to create a collection of three different piaces of humor in order to bring light to these different global insues that are important to you. This must be based on an original idea that reflects who you are as a creator. This will be due Thursday, December 9th, 2001, Pease see the attachment for more information.	a chosen health of your choosing. Finally, you will write a 300-600 word reflection justifying your choices as a writer.										
			for more information.	Standards: MYP Language & Literature Year 5 Oriteria C & D (see attached TSC rubrics)										
				Breaking our Single-Story:										
				Cultural Research Presentation Goal: To better understand the context, culture and point of view										
				of Satrapi's graphic novel Persepolis you and a partner will research and present an aspect of										
				Itanian culture that interests you. Your goal is to to challenge your understanding of Itanian culture										
			1	Cultural Research Presentation Goats To better understand the context, culture and point of view of Statupit regulation rowel Perseption you and a pathware will massach and greater at an apact of lineation culture that interesting you. Your goal is to be challenge your understanding of Instains cultures and history in order to understanding and history in order to understanding allowing for a better understanding allowing for a better understanding										
				Role: You are an inquiring and reflective researcher working to uncover Iranian culture and history and examine how this research challenges or confirms your single-										
			1	uncover stanan cuture and history and examine how this research challenges or confirms your single- story on Iranian culture.										
				Audience: Your audience is your										
			1	classmates and your teacher to improve our single-story of Iran. You should be writing and speaking in an academic voice.										
4				Situation: The challence involves										
			1	exploring and examining a specific aspect of Itanian culture and present it to educate our class.										
				Product: You will present your sesarch on an aspect of leanan culture working collaboratively with a group in order to better understand the cortext, culture and point of view of Satargi's graphic novel Perseptis										
			1	a group in order to better understand the context, culture and point of view of Science's										
			1	Standards: This task will be assessed using Oriteria A & B. Your presentation needs to: have a										
				Your presentation needs to: have a direct connection to culture and have a research question you answer with your research, use at least 3 CRECEELE sources, obe direct evidence from the sources, be about 10 minutes in length, be										
			1	least 5 CREDIBLE sources, cite direct evidence from the sources, be about 10 minutes in from the										
				and early to read and he free of										
-	Unit Title	See You Text Week: Learning to Analyse a Variety of Text Types	Virtual Insanity: Understanding and Creating Identity in a Social Media Landscape	speling and grammar issues. Officen Kane: Communicating with Structure and Style	The Hate U Give: Perspectives on Inequality and Social Justice		Unit 1: Poems study #@128	Unit 2: Prose study 2:0019 0:X	Unit 3: Novel study (NIKUSSE)	Unit 4: Drama Study 👥	Die Gesellschaft in Deutschland und die RAF	Medien (Media)	Literarische Kurzgeschichten F und Analysen / literary short J stories and analyses ()	Ioman Hape Kerkeling "Der lunge muss an die trische Luft Meine Kindheit und ich(" (Novel zw. Hape Kerkelind
5	Duration (weeks) Content	8	7	11	9		8	10	8	10	6	6		
	Content	Whether it is a sign telling you the speed limit or an obscure poem your Ecolish teacher made you	Social Media has become an essential part of our day to day loss whether we want to article it	This unit will explore filmmaking and how it constructs reality and communicates through its context	The concept of perspective is vital in understanding contexts of inequality and social justice.		日 本単定通过时(末三時)、(孔峯东南 飞)、(時紀-卫民-保)等時期約等5. 世試从某一角度(因).於其文學作品中 的女性視角和太性形象。并形成至少 一篇文學评论。	学习数文:支张生、半子供、李广目等 作家的数文,学习数文分析的方法。 任会教文家梦二世由於********	在本華尤重学生将学习不识(近城)。 即时进行课所说法注管辅助(受戒)川 城康成的(伊里的黄女)数节利的(最	Study Cao Yu's drama Thunderstorm, and learn drama related terminologies and creation skills. Explore how Cao Yu shows	Die Gesellschaft in Deutschland im Wandel waehrend 1958 - 1977. Die Studentecheuerschn und die	How different types of media changed during the last decades and how medias influence our lives and opinions.	Reading and studying different A geness of short stories and poems from different times. Students will be learn about the different types of is	In novel by the time and Germann instruction, Hope Kinkelling, about the followed and two birth of the the followed and two birth of the the followed and two birth of the the followed and the the followed and instruction and the the followed and the instruction of the followed and the memory and the followed and the the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followed and the followe
_		speed limit or an obscure poem your English teacher made you read, you absorb numerous texts each and every day.	Ideal Media has becares an essential part of our day to day here shafter we want to admit a best with the second second second second second second second second second based to the counter-balanceal with pactores our based to magnitude. To the pactores our based to magnitude charaged in the second se	This until applore filternaking and how it contracts mailly and communications through its context and style. If will discuss and analyses in 5 main elements of this analyses in 5 main elements of this addition, mixed action parts and addition, mixed action parts and addition, mixed action parts and the addition of the second state and exceed in helping the students develop their critical analysis skills. This unit will being wants the instructure (Taisen Kane, the filt what changed the language of filts. It will how those constraints takks in a crear analysis and a critical energy on Classes have.	This unit will focus on the		的女性视角和女性形象、开光成至少 一篇文中评论。	Market And	部5回会行進外違法注管細約(受違)(1) 補重成約(伊望的)損止)取平利約(表 計一片描計)等。学习小说的責任的 定知分析的損免,思考者希望所在一 全公平正文不能支援的現实背景之 下,探索和違求人性之美。	terminologies and creation skills. Explore how Cao Yu shows the conflict of characters in drama.	Clia Gesellichtet In Deutschland im Wandel wachner (1980 – 1927). Clia Stademinchewegung und die RAY. The German sociatry and its change from 1988 to 1927 with the studied movement and the RAY. Studying the society in Germany between 1968 and 1927 with neukaker novement from. This und aims at understunding the walksonholps between different people and generations and the influence by	and opinions.	from different times. Students will h learn about the different types of a short stories and poems and how is to analyze them correctly.	In unique to the second of the
5		This well will be an ounderstanding and analysing a variety of test types. You will be over analysical will be volgaries deeper to find meaning and understand constent that generally goes unnoticed during an initial meading. You will sem about a variety of test types, their conventions, their purpose and their context.	but that is counter-balanced with many negative aspects. Do the positives outweigh the negatives?	narrative, cinematography, editing, miseducating-en-scene and sound) in helping the students	This unit will focus on the undenstanding of parspective through the related concepts of audience imperative and intersecuality in exploring the global context of inequality and social justice. It will look at two primary texts: Angle Thomas' The Intel U Give and J. B. Priestley's to a preservice Otals to avariant		In this unit, students will examine Postry of LI Graphico of Song Dynashy. They will study 26 poems from her 4 stagger of Me. We will discuss how LI Graphico's works are presented in a sathetic impiration and artistic techniques, and considers the influence of family, class and gender on her constions, as well as the incalinative	Lawn as avies of proses by Feng Zikai and Shi Tiseheng and undentrad how the suthor expresses their values of ite through prose. The simplange size of prose; The simulanes and formal characteristics of prose; Similarities and differences between prose and other literary generat;	下. 探索和這求人性之美。	skills. Duplone how Care Vs shows the conflict of characters in diama. Think about how Caro Vs explored rights and seponsibilities in his plays, including the hierarchy of rights, the distribution of availth and resourcars, the imitations of justice and law, equality and inequality, human rights and so on.	and the RAF. Studying the society in Germany between 1958 and		to analyze them correctly. P P h	vatch a movie written and roduced by him which also stars im as the main character. The
U		variency or tead types. You will hore your analytical skills by digging deeper to find meaning and	now can we properly and safely navigate its new and ever- changing landscape? These are	www.eop their critical analysis skills. This unit will briefly analyse the history of cinema before interduction of the second	global context of inequality and social justice. It will look at two		from her 4 stages of life. We will discuss how Li Qingshao's words are presented in methor	through prose. The language use of prose; The structure and formal characteristics of new-	psicy zhing keing in roves and explore how the novel selfect the social background of the 1940s? Through comparative reading, explore how different views are presented under the same topic? From what aspects does zhang aling's novel show its unique language chams.	and resources, the limitations of justice and law, equality and memory is the second law.	visual media coverage from that time. This unit aims at		6	Annual is a sarcastic view on German television media in the sarly 1990's, as well as extracts
		understand context that generally goes unnoticed during an initial reading. You will learn about a	questions whose answer many are still searching for. This unit is going to explore social media and its	Introducing Citizen Kane, the film that changed the language of film. It will have two summative tasks: a	primary texts: Angle Thomas' The Hate U Give and J. B. Priestley's An Inspector Calls to explore		words are presented in setthetic inspiration and artistic techniques, and considers the influence of fresh store and	Similarities and differences between prose and other literary	explore how different views are presented under the same topic? From what aspects does Zharro	inequality, human rights and so on.	understanding the relationships between different people and generations and its influence by		6	rom his TV show he had back hen. Reading and studying the rovel to learn and develop an
5		variety of text types, their conventions, their purpose and their context.	impact on our daily lives. It will delive deeper and explore the concept of identity and how w*	scene analysis and a critical essay on Citizen Kane.	Nate U Give and J. B. Prisatley's An Inspector Calls to explore inequality and social justice through the lens of gender and race. It will look at how an author can use different test types to convey a message that is dependent on intertestuality and matrices		family, class and gender on her creation, as well as the imaginative interaction between readers and the author through the text.	Personal:	Aling's novel show its unique language charm.		generations and its influence by analyzing how it shaped today's German society.		8	indenstanding sow relationships can form a charachter and form self-
J		The key concept is communicatio and you will look at how text?	construct an identity separate from our 'real-life' identity's.		can use different text types to convey a message that is dependent on intertextuality and		the author through the text.							opression.
		communicate a message. Remember, communication needs three things: a sender, a receiver	The end goal for this unit's summative task is to create and undentand relevant content that promotes your social media t identity.		The surrough a task for this unit is									
5		and a message. The related concepts are purpose and contex as these will be key featurer way	promotes your social media t identity.		designed to help prepare the students for DP Language A in a mock internal assessment.									
C		The key concept is communication and you will look at how texts communicate a message. Hermember, communication needs these hings a medie, a neceliver and a message. The helited concepts any purpose and contexts and these will be sky features you will analyse. The global context is personal and context and personal and context and agament and we will co-create th												
5		The unit's summative task will be in two parts. You will produce a fast type of your choice that demonstrates an understanding o communication, purpose, contrad and the test types convertions. You will then demonstrate your manalytical addits by analyting and commenting on your classmates' work in a watten moles.												
C		text type of your choice that demonstrates an understanding o communication, purpose, context	,											
		and the text types conventions. You will then demonstrate your analytical skills by analysing and	1											
-		commenting on your classmates' work in a written review.	1											

	Subject Description	The GIGH M/P Language and Lite	rature program is aligned with the IB.	English Language & Literature MYP Language and Literature frame	work and the New Brunseick (Canada) B	icard of Education's middle and		Mandarin Lang	uage & Literature			German Langu	sge & Literature	
MIP Year	Collaborations		high school Language Arts cur	viculum. The course is taught in 55 m of Turchall Aboral Rees and Sean 1	ninute classes 5 times per week.			tala Thans Mile line line Thans	Land You Yound Theor and Sam I	diller.		Sabartian Arter David	Turchal and Sam Miler	
	Cunticulum	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unt D	Unit 4
	ATL Skills	Thinking	Self-management	Communication	Communication		Communication	Communication	Thinking	Social	Self-Management	Self-management	Self-Management	Communication
5		VIII. Critical thinking skills Gather and organize relevant	Self-management IL Organization skills	Use appropriate forms of writing	Use a variety of speaking techniques to communicate with a		Communication Read critically and for	Communication Read critically and for	Thinking VIII. Critical	Listen actively to other	III. Organization	II. Organization	V. Reflection Consider ethical, cultural, and	Give and receive meaningful
$\mathbf{\mathbf{U}}$		information to formulate an	clease plans to prepare for summative assessments	audiences	variety of audiences		comprehension	comprenension	order to recognise problems	perpapectives and ideas	realistic	organizing complex information	environmental implications	Neccack
-		argument	(examinations and performances)	Thinking	Thinking		Thinking VIII. Critical Thinking	Thinking VIII. Critical	X. Transfer	Thinking X. Transfer	V. Reflection	Thinking	Thinking	Read critically and for comprehension
		D. Creative thinking skills	Thinking VII. Critical thinking skills	VIII. Critical thinking skills	VII. Critical thinking skills Decoming unstated assumptions		Gather and organize relevant information to formulate an argument	Draw reasonable conclusions and reneralizations	Combine knowledge, understanding and skills to create products and solutions	Make connections between subject one real and disciplines	Develop new skills, techniques and strategies for effective learning	VIII. Critical	WII. Critical Practice observing carefully in	Self-management
		Apply existing knowledge to generate new ideas, products or	VIL Critical thinking skills Formulate factual, topical,	generalizations	and bias		argument	Analyze consists concerts and	products and solutions		-	W Transfer	order to recognise problems	II. Organization
b		processes	questionz				Consider ideas from multiple	and the last finds and the second burners and			Thinking X. Transfer	Consider multiple alternatives.	Consider ideas from multiple	organizing complex information
			VIE. Creative Thinking				perspectives	and synthesize them to create new understanding			Inquire in different contexts to gain a different perspective	including those that might be unlikely or impossible	perspectives	
			Create original works and ideas;											
	500	Contact furthers the analysis and	cear ways Self-asymptotics and point of view	Critical Barroy furthers the	Student constant: Through the		Cultural point of view contributes	Understanding general developer a	intertauto sility aligners for the	lik man natura demonstrates	Manliky is formed through self.	Media's context and point of view	General communicate staucture	Theracters communicate themes
		Context furthers the analysis and arguments on the purpose of communication.	Self-expression and point of view shape and form identity whether in real-life or online.	Critical literacy furthers the understanding of the structure and style of communication.	Student created: Through the intertextuality of inequality and justice related texts, observations		Cultural point of view contributes to the creativity in self-expression through abstract thinking	Understanding genres develops a sense of style and structure through analysis and argument.	Intertextuality allows for the comparison of the differentiation of perspective and style	Human nature demonstrates f connections, contradictions and conflicts through its unique	identity is formed through self- expression through the perspective of the setting.	Media's context and point of view is connected to those with power and privilege.	Genres communicate structure through analysis and argument.	Characters communicate themes through moral reasoning and ethical judgement.
b		communication.	real-the or onene.	style of communication.	can be made about different perspectives and audience		through abstract thinking	through analysis and argument.	perspective and style	structure and setting.	or the setting.	and privilege.		erica jugeneri.
					perspectives and audience imperatives.									
	Global Context	Personal and cultural expression: Analysis and Argument	Identities and Relationships: Identity Formation	Personal and cultural expression: Ortical Literacy	Fairness and Development: Inequality and Justice		Personal and cultural expression: Metacognition and abstract	Personal and cultural expression: Analysis and argument	Fairness and development: Imagining a hopeful future	Identities and relationships: Human nature	Identities and relationships: Identity formation	Fairness and development: power and privilege	Personal and cultural expression: Analysis and argument	identities and relationships
	No. Constant		Danie -				thinking							
	Related	Context, Purpose	Point of View, Self-Expression	Style, Structure	Audience Imperative, Interfextuality		Point of view, self-expression	Genn; Style	intertextuality, style	setting, structure	Self-expression, setting	Context, point of view	Genres, structure	Character, Theme
b	Concepts	A: (, (, (,)) C: (, (,))	数:1,1,11 C:1,1,11	大ししにか 数しの目	大した (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)		A(;; 1; 11; 14) B(; 1; 11; 14)	A S. I. II. M	A (L L, L, N) 目 (L L, L,)	A(, 1, 11, 10) B(, 1, 11, 1)	A:1,1,11,11 B:1,1,11	A:LLI, IV	A しも 単 か	A)
	Objectives	0:1,4,4	C: I, II, III D: I, II, III, IV, V				田(山山) ロ(山山) ロ(山山) ロ(山山) (山)	A (L, L, L, N) B (L, L, L) C (L, L, L) D (L, L, L, N, N)			D:LEEN.Y			8:1 C:LLI D:LILV
				D: I, 8, 8, W	D: L, II, III, IV, V				D (I, II, III, IV, V)	D (i, ii, ii, iv, v)			D: 1, 8, 81, 1v	
	Assessment	See You Text Week Summative Task: Personal and Cultural	Identity as a Construct: Creating	Scene Analysis as a Descriptive	Mock DP Language A Internal Assessment - Individual Oral		Analyzing three poems of Li Qingshao by using the strategies	Feng Zikal used some novel skills in his prose. Please use the designated articles to analyze how the tendency of novelization is presented.	Rewrite the plotlending or any elements of Zhao Alling's novel according to the content students learned before, and explain the	Read Lao She's Tea House and try	In-class discussion about the events during that time period, as	Create a comparison and analysis between media then and today,	Analysis of a short story (Title:"Im Bus" "In the hus") with questions	Written summary of the novel, identifying the key elements of the novel which describe the development of Hape Karkeling in relation to the person he is today.
		Expression Dealer's Choice of	a account of the benary	Choose any one minute scene	Assessment - Individual Oral In order to help prepare you for DP Language A next year, you will do		and terminiciogies we learnt.	designated articles to analyze how	according to the content students	differences in dramatic structure	well as the difference between	including the advancement in	based on content, a written	novel which describe the
5		Teut Type This summative task will be broken	construct.	or three of the five elements of film	a mock individual oral assessment that both SL and HL students we			presented.	maximum before, and explain the reasons	Storm. They can also make a	In-class discussion about the events during that time period, as well as the difference between broadcast media and broadcast style then and now and what kind of aftermath remains.	between media then and today, including the advancement in technology and basic society during those times. Addiditonally, create an interview between the student and a celebrity person.	Analysis of a short slory (Tile:"Im Bus" "In the bus") with questions based on content, a written continuation of the story and character analysis.	relation to the person he is today.
		assessed using Criteria C:	Or is 87	cinematography, sound, editing) to	required to do in all language A courses. It will help you develop					characters relationship, plots,	or anermath remains.	create an interview between the student and a celebrity person.		
		This summative task will be broken into two parts. Part one will be assessed using Criteria C: Producing Text and part 2 will be assessed using Criteria A: Analyzing	As we have discussed in class	write a descriptive essay about the scene using the vocabulary and	a mock individual crait assessment that both SL and HL students are required to in all language A courses. It will help you develop essential aklike in crai communication, research, analysis,					to compare the similarities and differences in discuss and Thurder Between Tea House and Thurder Storm. They can also make a simple comparison from the characters relationship, plots, contradictions and conflicts, character and so on.				
		Analyzing. Enr read one of this summarities have	identity has two faces: what you think instrumental and what offers	concepts learned in class.	communication, research, analysis, and understanding a variety of test types. The task is slightly modified to help ease you into the actual									
		assessed using Creans A Analyzing. For part one of this summative task you will choose a test type (see the list below for some examples, this list is not definitive and you can	think (perceived). Focusing on the	introduction with a thesis	to help ease you into the actual assessment.					1				
5		list is not definitive and you can	Identity as Construct Centre Baccessitul Offen Menhatty The compart of Identity is a human construct. On as 17 A control of the Construction of the A control on the Construction of the A control on the Construction of the Interference of the Construction Menhatty Interference of the Interference of the Construction Menhatty Interference of the Interference of the Construction Interference of the Construction Interference of the Construction Interference of the Construction Interference of the Interference Interference of the Interference Interference of the Interference Interference of the Interference Interf	and a conclusion. The introduction	Duration: 7.5 minutes (5 minutes: student individual oral; 2.5 minutes:					1				
		choose a text type not on the list) and create a free form piece based on the units global context of	for person/group/corporation on	and conclusion should discuss and argue why you chose this	teacher questions) The nature of the individual coal is									
		on the units global context of "Personal and Oultural	the platform (real or created) of your choosing. You are to come up	particular scene and elements of film. You may also include visual	to examine the ways in which a clobal issue is respected through									
		"Personal and Cultural Expression". Free form means you are free to create what you like as	with three inquiry questions that your project will explore and	elements to enhance your argument.	aucher questions) The nature of two flocking coal is to examine the ways in which is global issue is presented through the costel and form of the the work jilemany (wid) and body of work (non-literary text). The work and body of work selected must have a clear correction with the global issue. The individual coal should be a well-supported agament about the									
		long as it links to the global	attempt to answer. Your profile will	The essay should use MLA 8	work (non-literary text). The work and body of work									
5		and here			selected must have a clear connection with the global issue									
		For part two of this summative task	This task will allow you to demonstrate the 3 ATL skills we have practiced throughout the unit and it will assess criteria B, C, D.	essay should be around 750-1000	The individual oral should be a well a proceed are ment about the									
		the class will host a gallery displaying everyone's work throughout the class and you will	demonstrate the 3 ATL skills we have practiced throughout the unit	essay should be around 750-1000 words (3-4 pages, 12 pt. and double-spaced). This summative task will be assessed using criteria	The individual ceal should be a well-supported argument about the ways in which both represent and explore the global issue. You must select two extracts, one from the body of work and one from the work, that clearly show significant									
		throughout the class and you will chose one of the class and you will		task will be assessed using criteria C and D.	select two extracts, one from the									
		chose one of the pieces and write a one-page critical analysis of the piece. Key points to discuss are	Goat "Self-expression and point of view shape and form identity	Citizen Kane Analytical Essay	work, that clearly show significant									
h		the conventions used to create the text type and how does it link to	whether in real-life or online." You will use your knowledge of self- expression and point of view to	You are tasked with writing an analytical essay on the film Citizen	work, that clearly show significant momenta when this global situue is being focused on. Normally these extracts should not exceed 40 lines or present an unmanageable amount of medical to be analyzed. As the student brings unannobated copies of these estimats to the individual crast, estimats which are not analyzed and the short on the									
			expression and point of view to	Kane. You are to consider the	extracts should not exceed 40 lines or present an unmanageable									
		Cultural Expression*	create a successful online identity that explores your inquiry questions. This will be the hook of	concepts of communication, structure and style and the global	As the student brings unannotated									
			your proposal, what pulls in your	context of personal and cultural communication through critical	individual oral, estracts which are									
			intended audience.	literacy. The aspect of Citizen Kane	to effectively expand the discussion									
h			Role: This is up to you. Who do you want to be? Who do you want	completely up to you but it should	Individual crait, estratica tench are too lengthy may hinder their ability to effectively expand the discussion to the body of work or work as a whole. An estract may be a complete test in itself, for example a whole poem or an advertisement. You may also bring ten bullet points to help you in your excitoration.									
			to create? Is it yourself in 20 years? Is it the next BTS? Are you	learned during this unit. Your essay question should	a whole poem or an advertisement.									
			creating a positive influence on	lead directly to your thesis	points to help you in your									
			society or are you spreading misinformation? Your choice	statement (the . of your essay), followed by body paragraphs that	The work: The Hate U Give by									
			should be justified in your proposal.	and, now essay question should lead directly to your thesis statement (the ♥ of your essay), followed by body paragraphs that will support your thesis statement and concluded with a conclusion	The body of work: At									
			Audience: Again, this is up to you.	that reiterates your thesis	points to halp you in your exploration. The work: The Hate U Give by Angle Thomas The body of work: At issue the oriesteant and connected swith that could be considered part of a body of work. Global Issue: Inequality or Justice									
			You need to justify your target audience in your proposal. Who will subscribe to your content?	The essay will be written using MLA 8, it needs a minimum of 3 embedded quotes and 3 sources	Global issue: Inequality or Justice									
			will subscribe to your content?	embedded quotes and 3 sources	You must be careful not simply to select from the broad fields of									
			Why? How do you get those coch so precious clicks and views?	Citizen Kane (don't forget to	justice, but to determine a specific									
			Situation: Your context is to be	embedded quates and 3 sources outside of the brimary source Citizen Kane (don't forget to Include It in your work cited). It should be between 4.4 pages in length (not including the work cited page). It will assess criteria A.S.B.	select from the broad fields of inquiry in regards to inequality or justice, but to determine a specific issue for discussion that can be reasonably explored in a 5 minute cost. The supect chosen for consideration should be significant on a mide out, the heave iteration of									
			Situation: Your context is to be successful in your chosen avenue. How you define success is up to you. Is it monetary? for change? for fulfilment? This also needs to	length (not including the work cited page). It will assess criteria A & D.	consideration should be significant									
			you. Is it monetary? for change? for fulfiliment? This also needs to		on a wide scale, be transmittenal in nature, and be an issue that has an import feit in supprise local									
			be outlined in your proposal.		contexts. The issue should be clearly evidenced in the extracts					1				
			Product: A successful online brand/identity		chosen. The oral itself will only be					1				
			Standards: Criteria B: Organizing.		on a wide scale, bo transmittoria in maken, and be ni usus that has an impact full in everyday local contexts. The invest wide all contexts the second in the events chosen. The cast later of usry be concerned with the separat invest in be two existed context. The stadeof includies searce that on the work, and body of work they are established from. Thus, it is important that for includie searches establish established from. Thus, it is important that for includies establish					1				
			C: Producing Text, and D: Using		student should ensure the oral offers a balanced approach,					1				
			2484		giving approximately equal attention to both extracts and to the					1				
			Proposal/Pitch		work and body of work they are extracted from. Thus, it is important					1				
			To go with your online social media profile you will create a proposal to justify your choices. Think of it as an addendum to your profile that		that the student selects extracts and a work and a body of work that offer equally sufficient material for					1				1
			justify your choices. Think of it as		offer equally sufficient material for the discussion.					1				
					the discussion. This will be assessed using Oriteria A&D									
			there is no confusion in my interpretation of your intent. The format of the proposal is up to you, but be sure to check the rubrics to		Final Exam The exam will assess oriena B & C									
			format of the proposal is up to you, but be sure to check the rubrics to		The exam will assess oriteria B & C									
			make sure you are meeting the expectations. If you have questions											
			about your format than don't hesitate to ask for clarification.							1				
										1				
			Again make sure you carefully review the rubric to make sure the							1				
			proposal is meeting all expectations.							1				
			The proposal should be between							1				
			2-3 pages, double-spaced, 12 pt.											
			The proposal must include your							1				
			inquiry questions, a description of your identity and platform, your target audience with links to how							1				
										1				
			demographic, your definition of success, and how it connects to							1				
			your inquiry questions and the statement of inquiry.											
			First semester EXAM: C: L II, II:							1				
			First semester EXAM: C: (, ii, ii) D: i, ii, iii, iii						1	1			L	

	Cubicch		Coio		
	Subject: Description:	The CISH MYP Science program is		nces mework and the New Brunswick (Ca	nada) Board of Education's middle
MYP Year	Description			is taught in 55 minute classes 4 time	
with tear	Collaborators:	Marina Baltikian, F	leather Exum, Adam Richards, Nick S	Smith, Devon Bobowski, Luke Bonha	m, and Sean Miller
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Unit Title	Diversity of Life	Electricity	Flight (IDU in development with	Space
		-		Design)	-
4	Duration (weeks)	8	8	10	10
1	Content	Students will learn about the classification system, and be able to describe the major characteristics of the different families and groups of organisms. They will also look at the overarching ideas of adaptations and how living things evolve and change to fit their environment.	Students will look at the dangers of electricity and construct simple circuits studying concepts such as conductivity, static, current and electromagnets. Students will examine the concepts of sustainability on the planet from the context of electrical generation.	DescriptionStudents will learn how flight works in both mechanical and biological systems. They will compare designs of spacecraft from aircraft and will examine how the Earth, Sun, and Moon interact and affect each other. Forms of Integration: Cross-over tooling Purpose of Integration:Students will design airplanes and then test their designs in science class to learn about flight and the forces that drive it.	In this unit, students will study how astronauts live in space. That is, how do astronauts eat? Use the bathroom? What does their gear look like and what is it for? Students will also research any technology, tool, or study that has revolutionized our understanding of space. The Martian movie will be viewed to help students understand the challenges faced living in space and how to problem solve when things go wrong.
	ATL Skills	Communication	Research	Communication	Communication
		Structure information in summaries, essays and reports	Information Literacy Collect, record and verify data	Organize and depict information logically	Organize and depict information logically
1		Self-Management V.Reflection Develop new skills, techniques and strategies for strong learning	Thinking VIII. Critical Thinking Practice obseving carefully in order to recognise problems	Self-Management III. Organization Plan strategies and take action to achieve personal and academic goals	Self-Management III. Organization Select and use technology effectively and productively
1		Thinking VIII. Critical Thinking Draw reasonable conclusions and generalizations	Use models and simulations t explore complex systems and issues	Thinking VIII. Critical Thinking Interpret data	V. Reflection: Consider ethical, cultural and environmental implications
1	SOI	Models are used to classify the	Energy has helped change the	Test generalisations and conclusions Innovation in form leads to turning	The development of models and
1		relationships of nature and its diverse and interconnected environments.	world through the development of cool new products.	points that change interactions with technology	systems leads to a better understanding of time and space.
	Global Context & Area of Exploration	Globalisation and Sustainability: Diversity and interconnection	Scientific and Technical Innovation: Products	Orientation in Time and Space: Turning Points	Orientation in Time and Space
	Key Concept	Relationships	Change	Change	Systems
	Related Concepts	Environment, Models	Energy, Development	Interaction, Form	Models, Development
1	MYP Objectives	A: i, ii, iii	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv. v	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv. v	D: i, ii, iii, iv
			Cross unit Genrator PBL: D: i, ii, iii, iv		
4	Assessment Tasks	Quizzes + Animal Adaptation Project	Solution Conductivity Lab Poster Project: Electricity in my daily life?	Students will create an experiment to test one of the factors of flight, and create a Poster Board to share their project at the Science Showcase.	select a tool or technology and
1 1				Students will have to develop a way to get a piece of A4 paper and three metal paperclips as far as possible. They will use their knowledge of testing and how flight and drag works to develop and test their concepts. After students develop their ideas they will test several variations in science and then create the final solution in design.	
	Unit Title	Energy and Heat	Earth's Crust and Chemical	Interaction Within Ecosystems	Mixtures and Solutions
0	Duration	9	Interactions 10	8	10
	(weeks)				

	Subject: Description:		aligned with the IB MYP Science fra	nces mework and the New Brunswick (Ca : is taught in 55 minute classes 4 time	
MYP Year	Collaborators: Curriculum	Marina Baltikian, H	leather Exum, Adam Richards, Nick S	Smith, Devon Bobowski, Luke Bonha	m, and Sean Miller
2	items Content	Unit 1 Students will understand the particle theory of matter and explain the concept of kinetic energy using the model. They will explore the world around them in terms of heat transfer and how the world is a system of heat	Unit 2 The chronology of the Earth and how we use chemistry to identify different compositions. Connections between the chemical, atomic knowledge and the physical world that we see and interact with every day.	Unit 3 Most students have been interacting with a variety of living organisms from a very young age, but they are not necessarily aware of the essential role many organisms play in large systems like ecosystems. This unit enables	Unit 4 Students will learn the differences between pure substances, solutions and mixtures. They will analyze and discover the factors that affect solubility. They will look at these factors and inquire as to how this is affecting Earth systems
2		exchange. The connections of heat in a microcosm and how that relates to the whole system and apply the principals to the Earth and its climate.		students to study the diversity of organisms by introducing them to the characteristics of various organisms and by presenting different ways in which organisms interact. The dependence of living organisms on their physical world reinforces the interrelationships among all components of healthy ecosystems.	and how separations of solutions are important in water and it's scarcity.
	ATL Skills	Self-management: III. Organization skills	Communication Give and receive meaningful	Communication USe appropriate forms of writing	Communication Make inferences and draw
		Set goals that are challenging and realistic	feedback	for different purposes and audiences	conclusions
		V. Reflection skills Consider content (What did I learn today?, What don't I yet understand? What gruations do I	Research VI. Information literacy skills Identify primary and secondary sources	Social Make fair and equitable decisions Research	Use and interpret a range of discipline-specific terms and symbols Self-management
2		understand?, What questions do I have now?) Thinking IX. Creative Create novel solutions to authentic problems	VI. Media literacy skills Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)	VII. Media literacy Compare, contrast and draw connections among media resources	III. Organization Use appropriate strategies for organizing complex information
2	SOI	Systems, both natural and man- made, are balanced and can transform through exchange and interaction.	Change can be observed through the investigation of evidence developed over eras.	The human impact on the environment is a result of the interaction with systems and the resulting consequences.	Human development can incur change through interactions and subsequent consequences.
	Global Context	Orientation in Time and Space: Exchange and Interaction	Orientation in Time and Space: Eras	Globalization and Sustainability: Human impact on the environment	Fairness and development: Human capabilities and development
	Key Concept Related Concepts	Systems Transform, Balance	Change Evidence, Interaction	Systems Interactions, Consequences	Change Consequences, Interaction
\cap	MYP	B: i, ii, iii, iv	A i, ii, iii	A i, ii, iii	B: i, ii, iii, iv
2	Objectives Assessment Tasks	and constant.	D: i, ii, iii, iv Students will research about a specific mineral and then will make a multimedia website to display the information about the mineral for a display case. The students will be learning about how to design a good website in Design and this will be an IDU.	D: i, ii, iii, iv Research project: Students will 'discover' a new species. They must classify it, write about the ecosystem it lives in and it's specific adaptations.	C: I, II, III, III, IV, V Lab: Rate of Dissolving- students will conduct and an experiment about the rate of dissolving solutes.
2		Once their proposal is approved, the student will perform the experiment, collect the appropriate data, and develop an attractive and informative poster that they will present to the class, as well as show at the Science Showcase on Friday May	Students will also take a test over Earth's Crust.		
2		17. Students are encouraged to work together on this project, but groups can be no larger than three students. Students in the same lab group will receive the same evaluation and marks, but each student must complete and submit a Project Contribution form that describes how that student participated in the project and contributed to the final workproduct.			
	Unit Title	Water Systems of Earth	Health: Building a Balanced Body	Fluids (IDU with Design)	Optics
0	Duration (weeks)	8	9	10	10
3	Content	Students will learn about how the Earth's systems interact in the oceans and how humans impact the Ocean's from land.	Students will learn about the characteristics of life and why we classify cells as alive. They will examine the relationship between cells, tissues, organs, systems and organisms. They will look at factors that affect the human body and hoothy uchoice that two can pack and the comparison of the can be the positive choice that the can be can	Students will study the relationships between heat and pressure on mass, volume and density. They will look at real-world density problems and contrast mass and weight. They will study how the viscosity of liquids change and leak at the analytication and leak at the analytication and leak at the analytication and leak at the analytication study.	They will compare and contrast compression waves and transverse waves and their properties. They
3			healthy choices that they can make in their day-to-day lives.	and look at the relationship between force, area and pressure.	will apply these properties to various situations and look at how modern technology uses different parts of the EM spectrum.

Subject: Description:		aligned with the IB MYP Science fra	e nces amework and the New Brunswick (Ca	
			e is taught in 55 minute classes 4 time	
Collaborators: Curriculum			Smith, Devon Bobowski, Luke Bonha	
Items	Unit 1	Unit 2	Unit 3	Unit 4
ATL Skills	Communication skills	Communication	Social	Communication
	Negotiate ideas and knowledge	Find information for disciplinary	II. Collaboration skills	Paraphrase accurately and
	with peers and teachers	and interdisciplinary inquiries,	Delegate and share responsibility	concisely
	Research	using a variety of media	for decision-making	Structure information in
	VI. Information literacy	Thinking	Self-management	summaries, essays and rep
	Make connections between	VIII. Critical	III. Organization	
	various sources of information	Interpret data	Set goals that are challenging and	Thinking
	Mill Mandia literatur	Evelopte evidence and evelopted	realistic	X.Transfer
	VII. Media literacy Seek a range of perspectives from	Evaluate evidence and arguments	Thinking	Apply skills and knowledge unfamiliar situations
	multiple and varied sources		IX. Creative	
			Create novel solutions to authentic	
			problems	
0.01	The ended was a filmer	Delensed systems of a structure ser	Four and function develop the sure	Maine discoursion have been
SOI	The consequences of human systems can have a disparate	Balanced systems of nature can adapt to support life.	Form and function develop through collaborative adaptation.	Major discoveries have bee developed through interaction
	impact on the environment.	adapt to support me.	conaborative adaptation.	evidence.
Global Context	Fairness and Development:	Identies and Relationship: human	Scientific and Technical	Scientific and Technical
	ecology and disparate impact.	nature and human dignity	Innovation: adaptation	Innovation: Principles and
				discoveries.
Key Concept	Systems	Systems	Development	Development
Related	environment, consequences	adaptation, balance	Science: form, function	evidence, intertaction
Concepts MYP	B: ii, iii, iv	B: i, ii, iii, iv	Design: collaboration, form A: i	A; i, ii, iii,
Objectives	B: II, III, IV C: i, ii, iii, iv, v	C: i, ii, iii, iv, v	B: i, ii, iii, iv	D: i, ii, iii, iv
	D: i, ii, iii, iv	· · · · · · · · · · · ·	C: i, ii, iii, iv	.,,,
Assessment	PSA about Plastic in the Ocean.	Body Systems Lab	Boat model Lab	Research paper about new
Tasks				technology from the Innova
	Test			Center.
				Test
Unit Title	Reproduction	Atoms and Elements	Electricity	Space the Final Frontier: I
				Explore Mars (Science & I
				IDU)
Duration	9	8	8	10
(weeks) Content	1. This Unit also includes	Laboratory safety. Investigating	Static charges, electron transfers	Students will study our sola
Content	Laboratory Safety (1 week)	matter, three phases and phase	and electric forces. Ohm's law,	system by exploring the va
	Laboratory Callory (1 Woolly	transitions. Atomic theory, the	electrical potential energy and	theories that exist to explai
	Cellular Reproduction: The focus	structure of the Atom and sub	voltage. Electric current, resistance	formation from the Big Bar
	is the role of the Nucleus in the	atomic particles. The elements and	and Ohm's Law. Simple circuits,	forwards in time. As well, s
	Cell, DNA, Sexual and Asexual	the periodic table. Chemical	serial and parallel. Electrical Power	will learn about other parts
	Reproduction (cell division), what happens when things go wrong	properties. Elements and compounds, covalent bonding,	and distribution.	universe such as galaxies, types, stars and the sun ea
	and Assistive Technologies for	ionic bonding. Chemical		moon and planets. Studen
	reproduction. The function of the	nomenclature. Physical and		study space exploration
	Nucleus within the cell, overview of	chemical changes.		to consider how we know
	proteins from DNA. Mutations,	_		know about space.
	single nucleotide substitution,			
	addition or deletion. The cell cycle			As an interdisciplinary learn
	and mitosis, asexual reproduction. Meiosis, sexual reproduction			experience students will ap what they have learned from
	sexual			Design cycle and in Science
	reproductive technologiesThere is			create a rover and a habita
	a lot of reading in this unit and			rover to receive maintenance
	students need to keep on top of			Mars.
ATL Skills	the reading and note taking. Communication	Communication	Communication	Research
ALC SKIIS	Negotiate ideas and knowledge	Make effective summary notes for	Structure information in	VI. Information literacy:
	with peers and teachers	studying.	summaries, essays and reports	Present information in a val
				formats and platforms
	Research	Thinking	Research	
	VI. Information literacy	IX. Creative	VI. Information Literacy	Collect and analyse data to
	Make connections between	Practice visible thinking strategies	Process data and Report results	solutions and make informed
	various sources of information	and techniques	Thinking	000150115
	VII. Media literacy	Consider multiple alternatives,	VIII. Critical Thinking	Thinking
	Seek a range of perspectives from	including those that might be	Test generalizations and	VIII. Critical
	multiple and varied sources	unlikely or impossible	conclusions	Gather and organize releva
				information to formulate an
				argument
				Identify obsacles and challe
SOI	Models demonstrate the function	Models represent the form, scale	Human consumption of energy has	The investigation of pattern
	of change and transformation in	and patterns of even the smallest	consequences that can impact	to innovate the development
	the natural world.	parts of the world.	environmental systems.	ingenuity of invention with r
				models.
	Scientific and technical innovation:	Orientation in Time and Space:	Globalization and Sustainability:	Scientific and tchnical inno
Global Context		a sea la companya de	I a a second in a	
	models	scale Relationships	consumption Systems	ingenuity and progress
Global Context Key Concept Related		scale Relationships Models, form	consumption Systems Consequences, Environment	ingenuity and progress Development Science:Models, patterns

MYP Year	Subject: Description:	and high sc	aligned with the IB MYP Science fra hool Science curriculum. The course	ences amework and the New Brunswick (Ca a is taught in 55 minute classes 4 time	es per week.
	Collaborators: Curriculum	Marina Baltikian, F Unit 1	leather Exum, Adam Richards, Nick	Smith, Devon Bobowski, Luke Bonha Unit 3	am, and Sean Miller Unit 4
	liens MYP Objectives	A: i, ii, iii B: i, ii, iii, iii, iiv C: i, ii, iii, iv D: iii, iv	A: i, ii, iii B: i, ii, iii, iii, iv C: i, ii, iii, iv, v D: i, ii, iii, iv, v	B: i, ii, iii, iv C: i, ii, iii, iv, v D: i, ii, iii, iv	Science: A: i, ii B: i, iii, iv C: i, ii D: i, ii, iii, iv
4					Design A: i, ii, iii, iiv B: i, ii, iii, iv C: i, ii, iii, iv D: i, ii, iii, iv IDU: A B
4	Assessment Tasks	Yeast Cells Laboratory Reproduction Unit Test	Properties of Ionic and Molecular Compounds Lab Unit Summative	Unit Summative Voltaic Cell Lab Green Energy Poster	C Electricity and Space Exam Rover and habitat Assignment
	Unit Title	Sustainability of Ecosystems	Weather Dynamics	Chemical Reactions	Bottle Rocketry (DP transition unit + IDU with Science)
	Duration (weeks)	11	4	12	8
С Г	Content	In this unit students will explain biotic and abiotic factors which keep natural populations in equilibrium, and relate this equilibrium to the resource limits of an ecosystem, describe and apply classification systems and nomenclature with respect to trophic levels in ecosystems:	Students will describe and explain heat transfer within the water cycle, describe and explain heat transfer in the hydrosphere and atmosphere and its effects on air and water currents, describe how the hydrosphere and atmosphere act as heat sinks within the water cycle, describe and explain the	Students will name and write formulas for some common molecular compounds, including the use of prefixes, name and write formulas for some common ionic compounds (both binary and complex), using the periodic table, a list of ions, and appropriate nomenclature for metal and non-	Students will engage in an interdisciplinary investigation of basic principles involving projectile motion and data collection. The students will then apply physics equations of motion to both interpret and justify their data.
5 5		classify organisms as producer, consumer, autotroph, heterotroph, decomposer, herbivore, carnivore, omnivore, saprobe; describe the mechanisms of bioaccumulation, and explain its potential impact on the viability and diversity of consumers at all trophic levels explain how biodiversity of an ecosystem contributes to its sustainability illustrate the cycling of matter through biotic and abiotic components of an ecosystem by tracking carbon, nitrogen, and oxygen plan changes to, predict	effects of heat transfer within the hydrosphere and atmosphere on the development, severity, and movement of weather systems, analyse meteorological data for a given time span and predict future weather conditions, using appropriate methodologies and technologies.	metal ions, classify substances as acids, bases, or salts, based on their characteristics, classify substances as acids, bases, or salts, on the basis of their names and formulas, illustrate, using chemical formulas, a wide variety of natural and synthetic compounds that contain carbon, represent chemical reactions and the conservation of mass, using molecular models and balanced symbolic equations, describe how neutralization involves tempering the effects of an acid with a base	
5	ATL Skills	the effects of, and analyse the impact of external factors on an ecosystem. Communication: Structure information in summaries, essays and reports Self-Management	Communication Use a variety of speaking techniques to communicate with a variety of audiences.	or vice versa, illustrate how factors such as heat, concentration, light, and surface area can affect chemical reactions Thinking VIII. Critical Thinking Use models and simulations to explore complex systems and issues.	Social Delegate and share responsibility for decision making Thinking
5		III.Organization Plan strategies and take action to achieve personal and academic goals V. Reflection: Consider ethical, cultural and environmental implications Research	Self-Management V. Reflection Consider ethical, cultural and environmental implications. Research V. Information Literacy Create references and citations, use footnotes/endnotes and construct a bibliography according.	IX.Creative Thinking Practice visible thinking strategies and techniques. X. Transfer Combine knowledge, understanding and skills to create products or solutions.	VIII. Critical Thinking Interpret data
5		VI. Information Literacy Collect and analyze data to identify solutions and make informed decisions.	to recognized conventions	Research VI. Information Literacy Process data and Report results	-
5	SOI	The delicate Balance of Earth's Environments relies on healthy Interactions between its parts and Human Systems can either aid or hinder this Balance!	Weather is a complex system of matter and energy with frequent patterns that define the Earth's climate.	Modeling on a small scale reveals changes in patterns that have led to Scientific and Technical innovation.	The relationships observed amongst data models can be used to both approximate and interpret results for scientific engineering in movement.
\bigcirc	Global Context	Globalization and Sustainability: Human impact on the environment	Orientation in Time and Space: frequency and variability	Scientific and Technical Innovation	Scientific and techical innovation: Industrialization and engineering
	Key Concept Related	Systems Environment, Interaction, Balance	Systems Energy, Patterns	Change Models, Patterns	Relationships Math: Approximation, Models;
E	Concepts MYP Objectives	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv, v D: iii, iv	A: i, ii, iii C: i, ii D: i, ii, iii	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv, v D: i, ii, iii, iv, v	Science: Models, Movement IDU: A, B, C Math: B, D Science: B, C

	Subject:		Scie	nces									
	Description:	The CISH MYP Science program is	aligned with the IB MYP Science fra	mework and the New Brunswick (Ca	nada) Board of Education's middle								
MYP Year		and high sc	and high school Science curriculum. The course is taught in 55 minute classes 4 times per week.										
mire real	Collaborators:	Smith, Devon Bobowski, Luke Bonha	m, and Sean Miller										
	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4								
	Items	onit i	Offit 2	offit o	onit 4								
	Assessment	Human impact on marine	City Plan for Natural Disaster	Test: Models and Naming	1. Designing and building a water-								
		ecosystems research			bottle rocket								
		Group presentations on species		Chemical Reactions Lab:									
		interactions		Disposing of Chemical Wastes	2. Presentation of Launch								
		Water quality lab		INDEPENDENT LAB									

	Subject Description:	The CISH MYP Language Acquis	English Langu: ition program is aligned with the IB M	age Acquisition IYP Language Acquisition framework	and the New Brunswick (Canada) Be	pard of Education's middle and high s	Mandarin Lang school Second Language curriculum	uage Acquisition Students are placed into one of the	6 IB prescribed phases based on
MYP Year	Collaborators: Curriculum Items	Unit 1	Daid Tumbull, Michelle Zi Unit 2	ner reedback based on formative and nang, Fiona Li, Gareth Hood, Lisa Zhi Unit 3	ang, Patrick Dooley, Archy Du, Teres Unit 4	a Bartoszak, Zihua Zhang, Jonny Tur Unit 1	vey, Xuanzi Zhang, Steven Schwab, Unit 2	Jiang Yun and Sean Miller Unit 3	Unit 4
	Unit Title Duration	Resolving Conflict	Novel Study: Diary of a Wimpy Kid	Life on Mars	Hero's Quest: Harry Potter	Unit 1: All about me	Unit 2: School Life	Unit 3: Healthy Eating	Unit 4: Leisure time
1	Content	In this unit attents will study and explore the relationship between text, creator and audience. We will also explore how language can both disrupt and heal the connections between people. Further we will continue to sophere resources, conflict and resolution. Students will look at a series of teaching stories from around the world to see what each story can teach as about how and why arguments can lead to conflict can be peaceably resolved.	During this unit the Grade 6s will be interacting with multiple language devices through the use of the novel: Dany of a Wimpy Köt Rockric Rules by Jelf Kniney, The Grade 6s have been given a workbook in which they will activate as well as comprehensions to display understanding of the stary. One of the primary themes of this unit is bullying.	In this unit we well explore the interaction between scientists and the idea of space travel; for example, how space travelers might use technology to adapt environments to their needs. We will also debate the value and risks innovations, and discuss what impact they could have on our lives.	During this um, the Grade 6s will be analysing and reading the first book in the Harry Potter series: Harry Potter sance: Harry Potter sance: Harry Potter and the Philosopher's Ston. The Grade 6s will costly harry potter. Account part and root harry potter. Account part and root as the here in the novet. The Grade 6s will complete multiple language based activities and comprehensions to display their undestanding of the book while also analysing key elements used prolific here's quest story in the 21st century.	In this unit, students will learn many topics about themselves, such as greeting, name, language, age and occupation. Students will sant to learn some basic words and sentence structures to initroduce themselves in Chinese and pactise tow to write these in Chinese.	In this unit students will learn time, daily routine, transportation, sessons, wather and sickness. Students will continue to learn how to describe their school life, as will do as writing them in Chinese data withing them in Chinese as the school life, as will also tak stock as writing them in Chinese as writing them in Chinese as the school of the school of the association of the school of the school association of the school of the school of the background.	In this unit, students will learn some vocabulary about, healthy food and unihealthy food, ordening dishes in the restaurant and eating hables. Students will also discuss the differences between Chrimes and Western food and eating and Western food and eating and Western food and eating format of speech and get to know how to make presentation in Chinese.	In this unit, students will learn colors, colhes, body parts and hobbies. They will sens some related vocabulary and expressions, Students will also discuss how to balance study and leasure time and manage time well.
1	ATL Skills	Communication Gree and records meaningful feedback Use appropriate from of writing tor differing purposes and audiences Read critically and for comprehension	Communctation Multe Interences and daw conclusions Social Practice empathy	Communication Give and necelve meaningful feedback; Pada vitically and for comprehension Research Whormation Literacy Male connections between various sources of information	Communication Gree and recover meningful feedback Read critically and for comprehension	Communication Give and recover meaningful feedback: Use synathy of opposing techniques to communicate with rechniques to communicate with rechniques to communicate with rechniques to communicate with self-Management Bill Organization Regional Law eventy planners for astignments	Self-mangement III. Organization Area an organized and logical algebra of information files/hoteleoola; Thinking VIII. Ortical Pacitice Observing carefully in order to receptize problems (affert and organize relevant information to formulate an argument)	Reserch V. Information Literacy Access information to be informed and inform offersy Traiking WiLCritical Recopite unstated assumptions and bias	Communication: Use a variety of peaking techniques to communicate with a variety of andress to communicate with a range of audiences Self-management III. Organization Film short-and long-term assignments; meet deadlines
	SOI	Cultural stories impart empathy and meaning to the reader by presenting ideas towards peace and conflict management.	People make empathetic connections to relationships with friends and family through language and message.	Creativity through the point of view of science can provide a glimpse into the future.	The function of a quest is to communicate meaning through the journey, turning points and realizations of the hero.	purpose.	School culture functions to enforce the message of happiness and the good life.	connections between identities and relationships contributes to physical and mental well-being.	Communication uses form and structure to differentiate meaning.
	Global Context & Area of Exploration	Fairness and Development: Peace and conflict management	Identities and Relatioships	Scientific and Technical Innovation	Orientation in time and space: Turning points and big histories	Identities and relationships: Motivation	Identities and relationships: Happiness and the good life	Identities and relationships: Health and well-being	Fairness and development: difference and inclusion
	Key Concept Related Concepts	Culture Empathy	Connections Empathy, Message	Creativity Point of view	Communication Function Meaning	Communication Message; Purpose	Culture Funtion, message	Connections Purpose, Meaning	Communication Form and structure
1	MYP Objectives	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iiv	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iiv	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iii	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iiv	A: i, ii, iii D: i, ii, iii, iiv	B: I, II, III D: I, II, III, IV	A: I. II. III C: I, II, III, IV	B: I, II, III C: I, II, III, IV
ľ	Assessment Tasks	D: Li, II, iv Students produce a letter: a reasoned argument based on an audo visual stimulus and a written text.	D: i, ii, ii, ii, ii, ii, iii, iii, iii,	D: i, i, ii, ii, ii, ii, ii, ii, ii, ii,	D: i, ii, ii, ii, iii, iii, iii, iii, ii	Write a letter to reply the person in the video: Step one: Students will first watch a video about someone's self- introduction and then answer questions based on the content of the video. Step two: Ask students to write a letter to make a self-introduction to his/her penpal.	Make a schedule for the new year: Step one: Students will first read a recommended daily routine and then answer the questions based on the text. Step two: Students will make new schedules for the new year and by to follow this schedule.	Make a presentation to introduce healthy eating and drinking habits step one: Listen to a video about healthy food and eating habits and answer the questions based on the video. Step two: Students make a presentation to appeal to people to pay atterrition to healthy food and healthy eating and drinking habits.	Make a presentation to introduce what you have read in the text and share your own leisure activities: Step one: Students read a text about how a person spends hin/her leisure intre and answer questions based on the text. Step two: Students talk about leisure activities of the person in the text and share their own leisure activities.
	Unit Title Duration	Anti-Bullying 9	Migrations 9	Friendship 9	Emoticons, Emoji and Email Etiquette 9	Unit 1: Teenager's Life	Unit 2: 現代旅行 The Modern Traveling 9	Unit 3: Media 9	Unit 4: Happiness and fulfillment
2	(veeks) Content	During the unit, we will explore the definition of Lulying and the different forms that is corres in. We will then analyse reactions as to why these are builes and what is being these are builes and what is being deplation and the out to be creative in their solutions to preventing future networks on builying and rooting out builying at to core.	In this chapter we will explore in provide the field home, In the examples used, sometimes the examples used, sometimes to do homes; sometimes they are loading to find prove people through thme and space but from one outure to another.	The Uh tell focus on language being an essential could hat heps as understand, reflect on and develop percould freedhalpes. We will discuss which happens to you will discuss which happens to you how do you make termined. The unit will also explore diary writing.	Students in the unit will explore how the how adjust determining the communication in seve and reader ways. Students will study recent involutions in social media, students will study for the amotion and emoji to represent specific and the study for the amotion and emoji to represent study and the study for the study and the study for the study and the study of the study and the study of the study and the study and study with the study and study with the study and study and study and study and study and study and study a	有少年的支援 五方的标准 变计码 使用 空气的 化合称	Introduction of termous scenic posts, modern travel styles and travel notes.	The unit covers the topic of media. Its language and how we consume it.	This unit covers the topic of human buppines and fulfitment by looking and generative language and how these terms are defined across the globe.
		Listen actively to other perspectives and ideas Give and receive meaningful feedback	Use appropriate forms of writing for different purposes and audiences Research W. Information Literacy Access information to be informed and inform others	Use intercultural understanding to interpret communication Soft-Management III. Organization skills Set goals that are challenging and realistic	Collaborate with peres and experts using a variety of oligitad environments and media Use and interpret a range of discipline-specific terms and symbols Self-Management IV. Artective Practice strategies to overcome impulsiveness and anger	Negotiate ideas and knowledge with peers and teachers Participate in, and contribute to, digital soical media networks Self-Management IV. Affective Practice strategies to reduce stress and anxiety	Give and receive meaningful feedback Uses avariety of speaking techniques to communicate with a variety of audiences Self-Management III. Organization Plan short and long term assignments; meet deadlines Set goals that are challenging and realistic	III. Organization Plan strategies and Take action to activere personal and academic goals Research VII. Media Literacy Understand the impact of media representation and modes of presentation Seek a range of perspectives doom multiple and varies sources.	Rest oritically and for comprehension Make inferences and draw conclusions Research V.Information Literacy Access information to be informed and inform dheres Make connections between various sources of information
0	SOI	Making purposeful connections to power and privilege can lead to empathy.	A culture's context and message contributes greatly to its security and freedom.	Friends cooperating communicate empathy and meaning.	Social media has created a new language with new conventions and meaning.	The purpose and argument for life goals are connected to imagining a hopeful future.	Travel gives the audience a context of culture, human nature and human dignity.	A communities social construction of reality based on bias and inference.	Communities are made stronger through a point of view of empathy towards diversity and interconnection.
	Global Context Key Concept	Fairness and Development: Power and Privilege Connections	Fairness & Development: Security and freedom Culture	Identities and relationships: competition and cooperation Culture	Scientific and technical innovation: Social media Creativity	Fairness and development: imagining a hopeful future Connections	Identities and relationships: Human nature & human dignity Culture	Personal and cultural expression: social constructions of reality Communities	Globalization and sustainability: Diversity and interconnection Community
	Related Concepts MYP	Purpose, empathy A: i, ii, iii	Context, message A: i, ii, iii	Empathy, meaning A: i, ii, iii	Conventions, meaning A: i, ii, iii	Argument, purpose B: I, II, III	Audience, context A: i, ii, iii	Bias, inference A: i, ii, iii	Empathy, point of view
	Objectives Assessment Tasks	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv For this unit the students will work on Anti-bullying. As a summative	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Oral interview	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Presentation on the importance of Friendships	B: i, ii, iii C: i, ii, iii, iv D: i, iii, iii, iv Students will produce a spoken response based on an audio-	D: i, ii, iii, iv Paper test: reading comprehension and writing exercise	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Paper test: listening and reading comprehension and writing and	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Research and presentation on media and how it is interpreted and	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Group project exploring happy diverse and interconnced
		task the students will work in small groups to create an anti- bullying campaign, they will conduct some research by interviewing their peres and then create an Email campaign and poster to help prevent bullying in the school.	Written repsonse to an article on immigration	Promotional video	visual. Students will produce written responses based on a text piece.	•	speaking task.	presented	communitires from around the globe
0	Unit Title Duration	Relationships and Culture 9	Striving for a better world: Global Citizenship 8	Life on Mars 10	Innovations in Social Media: Emotions, Emoji and Email 10	Ideal occupation 9	School Life 9	Eating and culture	Entertainment 8
3	(overke) Content	Students will applore forming relationships from varicua micro service and the service of the service will be further explored by looking and problems feerings could encounter in school calls to call and encounter in school calls to call we looking at how can we form maintaining them via internet.	Students will applore environmental issues tessupport in the importance of students and an behard for global good. Students Utalianto various desta and use careful word choices to impore communication of ideas.	In this unit we will explore the interaction between scientistic and interaction between scientistic and example, how space treatments might use technology to adapt will also dictable the value of interac- ing and the technology to adapt will also dictable the value of interactions to the interaction of the interaction of the science of the impact they could have on our lives.	Students in this unit will explore how we have adapted technology how we have adapted technology entering and the study of the study and the study recent innovations in social and of the study and the social and of the study and the social and to construct a solitory and to construct a solitory and to construct a solitory and to construct an and the solitor and and format constructions of the solitory and the solitory have any solitor communicating at the the convention related to approximately and formability.	A community needs different cocupations. Beguine read to larm how to choose the right occupation for thereases according to their hobbies	In unit two students studied the logic of actival life with specific school events and accident.	In this unit, students have been studying the unit Sating and the studying the unit Sating and the studying studying studying studying earling out of statistical studying oblications for studying studying and studying studying studying studying studying studying have to order tood in a restaurant. Sudents have also karmed how to write a dary.	Sludents will explore the many forms of extensionment they normality of the strength of the strength of the match to be entertained this much? Are you not entertained?
	ATL Skills	Communication Give and receive meaningful feedback; Read critically and for comprehension	Thinking VIII. Ortical Recognize unstated assumption and bias Test generalizations and conclusions	Communication Use intercultural understanding to interpret communication Make interences and draw conclusions Social Make fair and equitable decisions	Communication Use and interpret a range of dicipine-specific terms and symbols Self-Management IV. Affective Practice strategies to overcome distractions Research VII. Media Literarcy Make informed choices about personal viewing experiences	Communication Give and receive maxingful feedback Paraphrase accurately and concisely Self-Management III. Organization Keep an organized and logical system of information files/motebooks	Communication Organize and depict information logically Social Help others to succeed Take responsibility for one's own actions	Self-management V. Reflection Consider ethical, cultural and environmental implications Research Media Literacy Understand the impact of media representation and modes of presentation	Social Manage and resolve conflict and word collaboratively in teams Research VII. Media Librarcy Seek a range of perspectives from multiple and varied sources

	Subject: Description:	The CISH MYP Language Acquis diagnostic tests.	English Langua ition program is aligned with the IB M	ige Acquisition IYP Language Acquisition framework	and the New Brunswick (Canada) B	pard of Education's middle and high s	Mandarin Lang school Second Language curriculum	uage Acquisition 1. Students are placed into one of the course is taught in 55 minute classes	6 IB prescribed phases based on
MYP Year	Collaborators: Curriculum Items	diagnostic tests, Unit 1	Ike WIDA and MAP, and holistic teac Daid Tumbull, Michelle Zh Unit 2	her feedback based on formative an lang, Fiona Li, Gareth Hood, Lisa Zh Unit 3	d summative assessments. Students ang, Patrick Dooley, Archy Du, Teres Unit 4	nave the opportunity to move up pha a Bartoszak, Zihua Zhang, Jonny Tur Unit 1	ises during the academic year. The c vey, Xuanzi Zhang, Steven Schwab, Unit 2	Jiang Yun and Sean Miller Unit 3	5 times per week. Unit 4
0	<u>S01</u>	Relationships and culture communicate a purpose that generally leads to empathy.	Creative word choice can connect ideas, beliefs and values logically for an audience.	The point of view and message of a culture can be seen through their ingenuity and progress.	The social conventions created in digital life are a direct result of context.	purpose of providing meaning to social and self-development.	Status is communicated through point of view and message.	Festivals and conventions are cultural products that cater to a specific audience.	Diverse and interconnected communities are empathetic in their shared message.
S	Global Context Key Concept Related	Identities & Relationships: Relationships and Culture Communication empathy, purpose	Personal and Cultural Expression: Belief systems Connections Audience and Word Choice	Scientific and Technical Innovation: Ingenuity and progress Culture Point of View, message	Scientific and Technical Innovation: digital life Creativity Conventions, context	Faimess and development: imagining a hopeful future 发展development 目的. 意义purpose, meaning	Identities and relationships: Status Communication, Message Point of View	Personal and cultural expression: products Culture Audience, conventions	Globalization and sustainability: Diversity and interconnectedness Community Message, empathy
	Concepts MYP Objectives	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iii D: i, ii, iii, iii Pen Pals from a new land:	A: i, ii, ii	A: [, II, III B: [, II, III C: [, II, III, IV D: [, II, III, IV	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Students listen to an audio-visual	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Write a resume / introduction.	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv Make a presentation to introduce	B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii, iv	A: i, ii, iii B: i, ii, iii C: i, ii, iii, iiv D: i, ii, iii, iiv Reading comprehension
	Tasks	rein rais noin a new value. students create and write an email to a pen pal. The email will be read in class	Suberia wine and present a persuasive speech on a global issue they are passionate about based on research from a variety of forms of texts: audio visual, written Criteria A, B, C and D	based on a trailer. Criteria B and D	Southerna insert to an adult-visual text and using the information give a presentation on texting Criteria A and C	Step one : Students can choose a picture from the provided pictures to write a resume' introduction. Step two: Simulate real application scenarios for question and answer	where a presentation to initioade school life. Step one: Students first read a text about campus, and then answer questions based on the text. Step two: Students will imagine the campus life of the university or introduce their school life and write a short essay.	Step one: Students work in pairs	Step one: Students will read a text and answer several question related to the text. Step two: write a short essay according to the text theme.
	Unit Title Duration (weeks)	Happiness and fulfillment 9	Human Rights 9	Bilingualism and multilingualism 9	Global Citizenship 8	Unit 1: Teenager Life 9	Unit 2: The Modern Travelling 9	Unit 3: Media and Technology 9	Unit 4: Environment 8
4 4	Contient	In this unt we will explore identify, befers and values, personal, physical, mertal, social and spritual health's, human relationships, including families, fiends, communities and cultures; what it means to be human.	In this until students will explore the concept of human rights as they analyse the works of a young student activitis areal as low at links, bonds and relationships among people, objects or ideas are brought together through the use of linguage. The study of linguage exploration of the relationship between texts, creator and audience.	In this und we will explore the ways in which you discover and express ideas, feelings, nature, culture, beliefs and values when you are learning English.	Students will discuss what is global citizensity and reflect upon what it means to be a global citizen in 21st century and how young people have the opportunity to change the work for the better. Students will also be aware how an understanding of audience and culture affects the way in which we communicate.	In this unit we talked about tenager like, including their hobbies, pressures and finadships. We had several formative assessments and one summaive assessment. The formative assessment is dictations, preventiations and exclusions, preventiations dictations, preventiations workshow. First, but we have a classification of the second and dy we advise the the tenager.	This until is about modern traveline, including camping, booking tickets and hotes and weather. Student Islamed works and phrases about these topics, we had several formative assessments, like dictation, composition and spring speech. We taked about the most introduce a famous hotel in Dubai.	In this work, studente had a writ on Media and technicology as they learned to define media, about common media formats and their characteristics, different film types and how do technicology changes car lives. They also explored how with the development of technology new media type/masions and ways to communicate ideas.	This unit, we tailed about environmental protection, why the work is being polluted, what is polluting the environment, units that of behaviour is untifiently to the environment. We also do what we should do to protect our environment. We had one summarize the source of the source summarizes and the source of the summarizes of the source of the summarizes of the source of the summarizes of the source of t
Λ	ATL Skills	Communication Give and receive meaningful feedback	Communication Use intercultural understanding to interpret communication	Communication Use appropriate forms of writing for different purposes and	Thinking VIII. Critical: Gather and organize relevant	Social Manage and resolve conflict and work collaboratively in teams	Communication Give and receive meaningful feetback	Communication Collaborate with peers and experts using a variety of digital	talk about being a green school. Research VII. Media Literacy Compare, contrast and draw
4		Read a variety of sources for information and for pleasure	Use a variety of speaing techniques to cimmunicate with a variety of audiences	Use a variety of media to communicate with a range of audiences	Information to formulate an argument IX Creative Thinking Use brainstorming and visual	Thinking IX. Creative Create novel solutions to authentic problems	Use a variety of speaking techniques to communicate with a variety of audiences	environments and media Research VI. Information Literacy Access information to be informed	connections among media resources Thinking IX. Creative
Λ					diagrams to generate new ideas and inquiries.	Practice using visible thinking strategies	Self-management III. Organization Set goals that are realistic and challenging	and inform others Make connections between various sources of information	Create novel solutions to authentic problems Apply existing knowledge to generate new ideas, products or
-	SOI	Happiness is directly related to creating a meaning and purpose towards the good life.	Word and stylistic choices are important parts of communicating the ideals of human rights to a	Connections between languages can be made through conventions and idioms.	Global citizens recognize the diversity and interconnections between cultures through empathy	Communities thrive when they consider bias with an attitude of empathy.	Indigenous understanding comes from the voice and context of their culture.	The consequences and responsibility of scientific and technological change comes from	processes The message of minimizing the human impact on the environment needs to be communicated with
Λ	Global Context Key Concept	Identifies and relationships: Happiness and the good life Creativity Purpose, meaning	Population. Fairness & Development: Population and demography Communication Word Choice, stylistic choices	Personal and cultural expression: Languages and linguistic systems Connections Idiom, conventions	and point of view. Globalization and sustainability: Diversity and interconnection Culture Empathy, Point of View	Identities and relationships: Attitudes Communities Bias, Empathy	Orientation in space and time: Indigenous understanding Culture context, voice	the audience's point of view. Scientific and technical innovation: consequences and responsibility Change Audience, Point of view	purpose and voice. Globalization and sustainability: human impact on the environment Communication
4	Concepts MYP Objectives	A: i, ii, iii B: i, ii, iii	A: i, ii, iii B: i, ii, iii	A: i, ii, iii B: i, ii, iii	A: i, ii, iii B: i, ii, iii	A: I, II, III B: I, II, III	A: i, ii, iii B: i, ii, iii	A: i, ii, iii B: i, ii, iii	purpose, voice A: I, II, III B: I, II, III
Λ	Assessment Tasks	D: i, ii, iii, iv C: i, ii, iii, iv Students will create and conduct a role play about 'What make a happy and fulfilled life?'		D: i, ii, iii, iv C: i, ii, iii, iv Students will create a presentation on the benefits of a bilingual brain. Students will create a magazine	D: i, ii, iii, iv C: i, ii, iii, iv Students will watch a video about the model UN and take notes on iit, then they will have a small group	D: i, ii, iii, iv C: i, ii, iii, iv Essay: Step one: students will watch a video about Chinese teenager's lift.	D: i, ii, iii, iv C: i, ii, iii, iv Reading comprehension Step one: students will read a text related to morden traveling and	D: i, ii, iii, iv C: i, ii, iii, iv Listening dialogue Step one: students will listen to a dialogue and answer several	D: i, ii, iii, iv C: i, ii, iii, iv Proposal writing Step one: students supposed to gather information about the global
4		ringpy and commod and i	ights?	article informing students and parents of the potential advantages of a bilingual education.	Intervely with the came goop discussion about how the model UN can help us understand the concept of global citizenship. Students will read a newspaper report and an extract form the UN website, then write a formal essay about how taking part in Model UN activities benefit ourselves and our	and talk about the Similarities and differences between the video and themselves life. Step two: Write an essay to introduce the school life and afterschool activities.	Insued on information and an answer sevel questiones. Step two: make a mind map to summarize the different places they have been to.	Step two: students will given some reference questions and make a oral report. The topic is related to the dialogue they just listened.	suitor monthact activity good environment and pollution situation. Step two: write a proposal to government situation and give some advices.
	Unit Title Duration	Abilities and Opportunities 8	Quests 8	Conflict Resolution 8	school. Leadership 8	Unit 1: Challenge and Risk 9	Unit 2: Multi-cultural experience 8	Unit 3: Human Ingenuity 8	Unit 4: Survival and Development 9
5	(weeks) Content	In this unit we are exploring the ways in which we can assess our situation, use our abilities, make the most of opportunities, overcome difficulties and achieve our ambitions. We will also look at ways we can use our skills and talents to make a difference to others.	In this unit we will explore stories that involve personal histories, journeys, turning points. These stories examine discoveries, explorations, and migrations. Through the stories we will look at the relationships between individuals and the societies in which they live from personal, local and global perspectives.	In this unit we will explore the themes of sharing finite resources, conflict and its resolution. We will look at a series of teaching stories from around the world to see what each story can teach about how and why arguments can lead to conflict and then how those conflicts can be peaceably resolved	Students will explore the ways in which people become leaders, as well as, the skills and methods of effective leadership and their impact on people. Students will have the opportunity to determine their current leadership skills in a variety of interactive learning activities.	內卷這題。教育政策的整改等社会问 题的介绍和讨论。	We will learn various social policies and social phenomena, better understand the diversity of society, and make positive contributions to society.	We will learn about the types of new technologies and their positive and negative effects on human life.	In this unit we are exploring the ways in which we can assess our situation, use our abilities, make the most of opportunities, overcome difficulties and achieve our ambitions. We will also look at ways we can use our skills and talents to make a difference to others.
	ATL Skills	Communication skills Use Appropriate forms of writing for different purposes and audiences	Communication skills Use intercultural understanding to interpret communication	Communication skills Use appropriate forms of wiriting for different purposes and audiences	Communication Collabroate with peers and expeerts using a variety of digital environments and media	Communication Give and receive meaningful feedback	Communication Use a variety of speaking techniques to communicate with a variety of audiences	Research VI. Information Literacy Collect and analyse datat to identify solutions and make	Social Practice empathy Self-Management
5		audiences Structure information in summaries, essays and reports	Organize and depict information logically Research VI. Information Literacy Use memory techniques to develop long-term memory	audiences Write for different purposes Self-Management III. Organization Set goals that are challenging and realistic	Thinking VIII. Critical Practice observing carefully in order to recognise problems IX. Creative Consider multiple alternatives, including those that might be	Thinking VIII. critical Formulate factual, conceptual and debatable questions	Variety of audiences Use appropriate forms of writing for different purposes and audiences Research VI. Information Literacy Collect, record and verify data	informal decisions informed decisions Thinking VIII. Critical Gather and organize relevant information to formulate an argument	Netre-wanagement W. Affective Practice focus and concentration Practice strategies to develop mental focus
	SOI	Empathy helps connect to the message of human capability and development.	The evolution of a quest can be communicated through the hero's purpose finding meaning.	Global relationships are dependent on showing empathy and understanding multiple points of view in regards to natural resources.	unlikely or impossible Successful relationships require an understanding of audience, context and cooperation.	Human capabilities can connect arguments to their appropriate context.	Different use of voice to communicate commonalities depends on the audience.	Happiness and the good life are strong arguments for the purpose of relationships	The context of a community helps imagine a hopeful future through empathy.
	Global Context Key Concept	Fairness and development: Imagining a helpful future Connections	Orientation in time and space: evolution Communication	Globalisation and Sustainability: Natural resources Relationships	Identities and relationships: competition and cooperation Communication	Fairness and Development: Human capability and development Connections	Globalisation and sustainability: Commonality Communication	Identities and Relationships: happiness and the good life Relationship	Fairness and development: imagining a hopeful future Communities
	Related Concepts MYP Objectives	message, empathy A: i, ii, iii B: i, ii, iii	meaning, purpose A: i, ii, iii B: i, ii, iii	empathy, point of view A: i, ii, iii B: i, ii, iii	audience, context A: I, II, III B: I, II, III	argument, context A: i, ii, iii B: i	audience, voice A: i, ii, iii B: i, ii, iii	purpose, argument A: i, ii, iii B: i, ii, iii	empathy, context B: i, ii, iii D: i, ii, iii, iy
C	Assessment	B: I, II, III C: I, II, III, IV D: I, II, III, IV Students will answer questions	B: I, II, III C: I, II, III, IV D: I, II, III, IV Hero Epic:	C: i, ii, iii, iv D: i, ii, iii, iv Students will listen to a song	C: i, ii, iii, iv D: i, ii, iii, iv Students will create an awareness	C: i, ii, iii, iv D: i, ii, ii, iv Write a blog to introduce the	C: i, ii, iii, iv D: i, ii, iii, iv Make a poster to introduce diverse	C: i, ii, iii, iv D: i, ii, iii, iv Make a speech about how we can	D: I, II, III, IV Make a debate about legalizing
	Tasks	based on a text piece. Students will write a text about identity	You have spent a lot of time focusing on the different components of quests and how to write an effective quest. Following this study, you have also been studying the makeup of a hero character and how important it is to make a hero realistic with human qualities to be more relatable.	and/or interview and respond to questions. Students will read a pop culture text and complete text handling activity. Students will write a film review.	campaign in which they promote sustainable clothing options to secondary school. They will write a text (formal letter or proposal) around this idea.	impact of new technology on people's lives and your view: Step one: Students will watch a video about the new technology and answer the questions based on the video. Step two: Students will write a blog to introduce the impact of new technology on people's lives and their views.	cultures and characteristics of different countries: Step one: Read two texts about the introduction to the culture of different countries and answer the questions based on the texts. Step two: Research and collect the culture and customs of different countries, and make a poster to introduce these.	protect the environment: Step one: Watch a video about marine environmental polizion and answer the questions based on the video. Step two: Write a speech and make a presentiation to introduce the importance of environmental protection and what we can do to protect the environment.	gay marriage: Step one: Read two texts about the novel cornavius and cyber Marhunt and answer the questions based on the texts. Step two: Prepare for a debate about legalizing gay marriage after choosing a clear stance and then participate in the class debate competition.
5			Based on this knowledge, you are now going to create your own Hero Quest that will be written in pairs and then performed for the class. Please remember that this is a formal summarily assessment and therefore means practice and time needs to go into both your writing and you presentation. Assessment:						
5			In pairs, write a quest for an original Hear character choosing one of the following topics: The Call of Adverture Results of the Call Test, Alles, Fremmes Test, Alles, Alles, Alles, Alles, Alles, Alles, Fremmes Test, Alles, Alles, Alles, Alles, Alles, Fremmes Test, Alles, Alles, Alles, Alles, Fremmes Test, Alles, Alles, Alles, Fremmes Test, Alles, Alles, Fremmes Test, Alles, Alles, Fremmes Test, Alles, F						

	Subject: Description:		ties program is aligned with the IB M	& Societies IYP Individuals & Societies framework	
YP Year				m. The content has been pushed dow The course is taught in 55 minute clas	
	Collaborators			, Ryan Keifer and Sean Miller	
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Unit Title	What's in a map?	Environment and Culture	Ancient Civilizations	What does it mean to be a globa
	Duration	9	9	9	citizen?
9	(weeks)	9	3	3	5
	Content	Students will be introduced to physical geography. They will learn key map features and how the concept of time, place and space, can be viewed differently by individuals and societies.	Students will learn how human societies are interdependent with the natural environment and how the environment is a complex system vulnerable to external factors. There is an emphasis on human impacts on the	Like all life on Earth, humans are incredibly diverse. We come in many shapes and sizes and there are many differences in appearance. While there are many things that all humans have in common, there is so much that	As we have seen, our modern world has becoming increasingly interconnected and integrated because of globalization, cultural sharing, and our modern system o production and exchange. While these are some overall positive
1 ∢			environment.	and societies around the world. Culture is incredibly important in our lives because it is the force that shapes how we perceive and view the world around us. Culture determines what we belief in and the things that we value. This	that we need to face. The first step in addressing these global issues is to view ourselves as global citizens with a shared responsibility for human development and environmental protection. In this unit you will learr about what global citizenship means, how individuals and
1				matters because the things we believe and value may not be the same as someone else. In an increasingly globalized and interconnected world we need to acknowledge our own cultures but also recognize the value and dignity of other cultures as well. Doing so will promote peaceful relations between peoples and countries. So, what is culture and why is it so important?	organizations promote global citizenship, and investigate some common global issues and what can be done to solve them.
	ATL Skills	Communication	Self-management	Communication	Communication
		Take effective notes in class Thinking	III. Organization skills Managing time and tasks effectively	Use appropriate forms of writing for different purposes and audiences	Use a variety of media to communicate with a range of audiences.
		VIII. Critical thinking skills			
		Draw reasonable conclusions and generalizations	Plan short- and long-term assignments; meet deadlines	Thinking VIII. Critical thinking skills	Social Working effectively with others
1			Create plans to prepare for summative assessments (examinations and performances)	Consider ideas from multiple perspectives	Practise empathy
	SOI	Perspectives and scale affect representations of human and natural landscapes in time, place and space.	The natural diversity of environmental systems, at local, national and global levels, is often managed by choice in order to build and protect cultural identity and reduce scarcity of resources.	Exchange and interaction with other cultures can cause change in civilizations.	Problems with global interactions are a reality but individuals have the power and choice to make a positive difference towards equity.
4	Global Context & Area of Exploration	Orientation in Space and Time: Natural and human landscapes and resources	Globalization and Sustainability: Diversity	Orientation in Space and Time: Exchange and interaction	Fairness and Development: Power and privilege
	Key Concept	Time, place and space	Systems	Change	Global Interactions
	Related	Perspectives, scale	Choice, scarcity	Causality, civilization	Power, equity
	Concepts MYP	A: i, ii	B: i, ii, iii, iv	A: i, ii	B: i, ii, iii, iv
	Objectives	C: i, ii D: i, ii, iv	C: i, ii, iii D: i, iii	B: iii C: i, iii D: ii, iv	C: i, ii, iii D: i, ii, iii
4	Assessment Tasks	Test and Assignment 1. Unit Test [Examination] 2. Student-created map [in-class project]	UNESCO Natural Heritage Site Report Students research into a UNESCO Natural Heritage Site of personal interest and write a report	Ancient Civilizations Website Students create a Google Sites website where they communicate information and ideas about an ancient civilization of personal interest. Students will identify	World Issues Presentation Students will select a world issue of personal interest and research its causes and support an opinion about solutions with information. Presentations should be done with
1			explaining why it is a natural place that should be protected and managed by societies.	elements of material and non- material culture, innovations, orientation in space and time, and the internal/external factors that caused the civilization to	a minimum of text aids/script to enhance the authenticity of the presentation and demonstrate communication skills.
 1	Unit Title	Unit 1: Economic Empowerment	that should be protected and	elements of material and non- material culture, innovations, orientation in space and time, and the internal/external factors that caused the civilization to change/collapse. Unit 3: Sustainable Settlements [IDU with Science or within I & S	a minimum of text aids/script to enhance the authenticity of the presentation and demonstrate
1	Unit Title Duration	Unit 1: Economic Empowerment	that should be protected and managed by societies.	elements of material and non- material culture, innovations, orientation in space and time, and the internal/external factors that caused the civilization to change/collapse. Unit 3: Sustainable Settlements	a minimum of text aids/script to enhance the authenticity of the presentation and demonstrate communication skills. Unit 4: Introduction to

	Description:	Board of Education's middle and	high school Social Studies curricului	IYP Individuals & Societies framework m. The content has been pushed dow	n a grade level (for example New
/YP Year	Collaborators Curriculum	Brunswick's grade 10 Unit 1		The course is taught in 55 minute clas , Ryan Keifer and Sean Miller Unit 3	ses 3 times per week. Unit 4
	Items Content	This unit explores the general concept of empowerment and examines how economic commodities, the traditional role of land and natural resources in the	This unit examines the political theory and processes and how political actions can lead to empowerment.	In this MYP Grade 7 IDU between Science and I & S, students will learn that the energy resource choices that society makes come at both an environmental and	Students will explore the interconnectedness of human- made systems and communities; the relationship between local an global processes; how local
2		economy and the effect it has on individuals and groups, including young people.		an economic price. To empower individuals to make better choices, on both a personal and societal level, an understanding of the connectedness between the economics and the science behind the global push towards sustainable development and renewable energy sources must be appreciated. This is the objective of this IDU.	experiences mediate the global; the opportunities and tensions provided by world- interconnectedness; the impact of decision-making on humankind and the environment
2				From the Science side of the IDU, students will recall what they have recently learned about ecosystems and natural resources. To this starting knowledge base will be added the science behind both the traditional, non-renewable fossil-	
2				fuel based lifestyle, and the growing demand for cleaner and renewable energy alternatives, such as solar, wind, and other technologies.	
2				From the I & S side, we will be revisiting our first unit on Economic Empowerment. Particularly, aspects of Economics that deals with scarcity, resource allocation, consumption/sustainability and the Tragedy of the Commons. We will look at how these concepts and technologies that can work together to allocate resources more equitably and foster more equal global development.	
2	ATL Skills	Communication Use a variety of speaking techniques to communicate with a variety of audiences	Self-management III. Organization skills Use appropriate strategies for organizing complex information	Communication Use appropriate forms of writing for different purposes and audiences	Research VI. Information literacy skills Evaluate and select information sources and digital tools based o their appropriateness to specific
		Self-management III. Organization skills Select and use technology effectively and productively	Thinking VIII. Critical thinking skills Gather and organize relevant information to formulate an argument	Research VI. Information literacy skills Collect, record and verify data Process data and report results	tasks Thinking X. Transfer skills Utilize effective learning strategie:
2	SOI	Providing people with equal opportunities can reduce poverty and promote fair development.	Political conflict and change can occur in societies as a result of unfair systems of governance.	Urban planning develops due to a variety of innovations affecting its sustainability.	in subject groups and disciplines Globalisation occurs because of processes that have changed the world, bringing both opportunitie and challenges.
	Global Context Key Concept	Fairness and Development: Inequality Development	Fairness and Development: Politics Change	Globalization and Sustainability : Urban Planning Development	Globalization and Sustainability Change
\mathbf{O}	Related Concepts	Equity	Power, conflict	Innovation and Revolution, Sustainability	Globalization, Processes
	MYP Objectives	A: i B: iii, iv C: i, ii D: iv	A: i, ii D: i, ii, iv	A: i, ii B: i, ii, iii, iv C: i, ii, iii D: i, ii, iii, iv	A: i, ii D: i, ii, iii, iv
2	Assessment Tasks	Formative case studies on supply and demand, scarcity, hierarchy of needs, poverty trap Unit Test	Formative on different governments, analyzing changes in constitutions, identifying features of totalitarian systems,Research Essay on totalitarian states	Formative Explore settlement patterns and resource use, Explore population patterns, Case study on settlement change over time, explore sustainable technologies/process, IDU Research Project with Sustainable Settlements and technology	Formative case studies on how globalization came about, globalization of language and culture, globalization of technology, institutions, brands and sports,Unit Test Short answer Source analysis using OPVL Extended answer (mini-essay to evaluate the positive/negative outcomes of the Industrial Revolution)
	Unit Title	Unit 1: Physical Patterns in a Changing World	Unit 2: Our World's Natural Resources	Unit 3: Global Settlement: Patterns and Sustainability	Unit 4: Global Inequalities: Economic Development and Quality of Life
	Duration	9	9	9	9
3	(weeks) Content	In this unit students will identify and locate the diverse regions in	In this unit students will develop a general concept of natural	In this unit students will examine and explain the patterns and	In this unit students will develop a concept of how economic

	Subject: Description:		ties program is aligned with the IB M	& Societies IYP Individuals & Societies framework m. The content has been pushed dow	
ar	Collaborators	Brunswick's grade 10		The course is taught in 55 minute clas , Ryan Keifer and Sean Miller	sses 3 times per week.
ł	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4
	Items				
	ATL Skills	Communication Read critically and for complrehension	Research VI. Information Literacy Make connections between various sources of information	Self-Management: III. Organization Plan short and long-term assignments; meet deadlines	Research VI. Information Literacy Access information to be inform and inform others
		Make effective summary notes for studying Research VI. Information Literacy	Thinking VIII. Critical Draw reasonable conclusions and generalisations	Research VII. Media Literacy Compare, contrast and draw conclusions among (multi)media	Process data and report result Thinking VIII. Critical
		Collect, record and verify data Create references and citations, use footnotes/endnotes and construct abibliography according	Raise understanding based on new information and evidence	resources	Evaluate evidence and argume
		to recognised conventions			
	SOI	Patterns in systems lead to the causality of the human impact on the environment.	Consumption patterns threaten sustainability leading to conflict and change between competing societies due to the finite nature of these resources.	The pattern of human migration is directly related to time, place and space, and resource sustainability.	Equal access and opportunity resources can help the fairnes and development of global interactions.
	Global Context	Globalization and Sustainability: Human impact on the environment	Globalization and Sustainability: consumption	Orientation in space and time: migrations	Fairness and Development: opportunity
	Key Concept	Systems	Change	Time, Place and Space	Global Interactions
	Related Concepts	Causality, patterns and trends	Causality, Sustainability	Resources, Sustainability	Equity, Resources
	MYP	A: ii	A: i, ii	A: ii	A: i, ii
	Objectives	B: i, ii, iii, iv C: i, ii, iii	D: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii D: iii, iv	C: i D: i, ii, iv
	Assessment	Natural Disaster Response Project	Unit Test	Urban Planning Population and	Unit Test
	Tasks Unit Title	Unit 1: Early Human Civilizations	Unit 2: Government and Politics	Resource Analysis Unit 3: The Age of Exploration	Unit 4: The Industrial Revolu
İ	Duration	9	9	9	9
-	(weeks) Content	In this unit students will look at how civilizations have developed at different times and places bringing about innovations and changes that shapes how we view them	In this unit students will explore how the governance of societies is structured by different systems that are used to distribute power, affecting fairness and development.	In this unit students will examine and explain the patterns and influences of human settlement.	In this unit students will explor how the economy, philosophy politics of the world changed forever during this moment in history.
	ATL Skills	Communication	Thinking	Research	Self-management
		Read critically for comprehension Self-management	VIII. Critical Practise observing carefully in order to recognise problems	VI. Information literacy Collect, record and verify data	Keep an organized and logical system of information files/notebooks
•		III. Organization Create plans to prepare for summative assessments	X. Transfer Change the context of an inquiry to	Make connections between various sources of information	Use appropriate strategies for organizing complex informatic
			gain different perspectives	Thinking VIII. Critical thinking Gather and organize relevant information to formulate an argument	Thinking VIII. Critical thinking Develop contrary or opposing arguments
•	SOI	Civilisations have developed at different times, places and spaces bringing about innovation and revolution that shapes culture.	Different systems of equity that are used to distribute power structure the governance of societies.	Changes in resources and ideas can cause diverse civilizations to come into contact.	Revolutions cause societies to experience a rapid change tha results in a transition into new perspectives.
	Global Context	Orientation in space and time: Civilizations and social histories	Fairness and Development: governments and civil society	Orientation in space and time: Civilizations and social histories	Identities and relationships: transition
	Key Concept	Time, Place and Space	Systems	Change	Change
	Related Concepts	Innovation and revolution, culture	Power, Equity	Causality, Resources	Causality, Innovation and Revolution
	MYP Objectives	B: i, ii, iii, iv C: i, ii, iii	A: i, ii D: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii	A: i, ii D: i, ii, iii, iv
	Assessment Tasks	Research Report on the Emergence and Achievements of Early Human Civilizations	Source Analyses, Essay question compare contrast Monarchy, Democracy, Totalitarian systems.	Colonial Case Study Choose a historical colony during the age of exploration, identifying	Unit Test - Source Analysis an Short answer debate question or against child labour.
			Possible Form/Summ Mini Documentary on Monarchy Obj. C	goods obtained or sought after and methods used to produce/sell them. Markets, commodities, shares and stock markets	
			Summative Unit Test *possible IDU English dystopian state - Orwell*		
	Unit Title	Unit 1: Rights and Revolution	Unit 2: War and Violence	Unit 3: Genocide in the 20th Century	Unit 4: The Cold War
				Century	

	Subject:		Individuals	& Societies	
	Description:	The CISH MYP Individuals & Socie		YP Individuals & Societies framework	and the New Brunswick (Canada)
				m. The content has been pushed dow	
MYP Year	O-list sectors	Brunswick's grade 10		The course is taught in 55 minute clas	sses 3 times per week.
	Collaborators Curriculum			, Ryan Keifer and Sean Miller	
		Unit 1	Unit 2	Unit 3	Unit 4
ว 5 5 5	teins Content	Unit 1 The French Revolution sent seismic waves of change through Europe. For the first time, the traditional political system of monarchy and the society of orders was seriously challenged. Massive social inequality, radical new ideas, and an incompetent government all contributed to a bloody revolution that both shocked and inspired the rest of the continent. In this unit we will analyse and evaluate the causes of the French Revolution, chart its course from the early moderate phase, through the bloody Terror, to the rise of Napoleon Bonaparte, and eventually to the restoration of the Bourbon monarchy. Utimately, we will tackle the challenging question of how significant the Revolution was. In other words, how much power do ideas have and what happens when they are unleashed?	Unit 2 While there are several contenders for the first true world war, The Great War (as it is sometimes known) is remembered as the First World War because of its scale and the tremendous impact it had on the people who experienced and who lived in its wake. Despite a relative century of peace following the French Revolution, Europe tore itself apart in 4 years of brutal conflict. When it ended the borders of Europe, and the world, were changed forever. In this unit we will explore the structural causes that led to the outbreak of war in Europe and the process of making the peace that followed. The themes of just war and just peace will be explored and evaluated.	The 20th century is full of tragedy, but there is certainly no event more tragic or horrifying than the Holocaust which occurred the Second World War (1399-1945). The systematic murder of approximately 3 million European Jews continues to shock us today and compels us to learn from this recent episode of cultural violence. The legacy of the Holocaust remains with us in the form of the United Nations and its extensive human rights operations around the world. In this unit we will investigate the cultural attitudes in Germany that led to violent and radical antisemitism, manifested in the National Socialis German Worker's Party (NSDAP) or Nazi Party. We will follow the events that led to the collapse of the democratic Weimar Republic and the ascendance of Adolf Hitler as the undisputed Fuehrer of the new German Reich. In particular, we will focus on the themes of social exclusion and the process of "othering" that made systematic	Mutually assured destruction
	ATL Skills	Communication skills Use appropriate forms of writing	Self-Management III. Organization skills	discrimination and violence against Jews both permissible and desirable. Research VI. Information literacy skills	Communication skills Read critically and for
5		for different purposes and audiences Research VI. Information literacy skills Collect, record and verify data Thinking VIII. Critical thinking skills Consider ideas from multiple perspectives	Use appropriate strategies for organizing complex information Thinking VIII. Critical thinking skills Draw reasonable conclusions and generalizations	Make connections between various sources of information Identify primary and secondary sources	comprehension Thinking VIII. Critical thinking skills Consider ideas from multiple perspectives
S	<u>S01</u>	Unequal distribution of power and privilege can cause revolutionary change.	Interactions between powerful st ates can lead to violent conflict when they compete and cooperate with each other.		Historical eras can be defined by conflict between different ideologies and perspectives in time, place and space.
		Fairness and Development: Power and privilege	Identities and Relationships: Competition and cooperation	Fairness and Development: security and freedom	Orientation in Space and Time: eras
	Key Concept	Change	Global Interactions	Systems	Global Interactions
C	Related Concepts	Causality (cause and coinsequence), Innovation and revolution	Conflict, Power	Identity, violence	Ideology, Perspective
	MYP Objectives	A: ii B: i, ii, iii, iv C: i, ii, iii D: ii, iii, iv	A: i, ii D: i, iii, iv	A: i, ii B: i, ii, iii, iv C: i, ii, iii D: ii, iii, iv	A: i, ii B: iii, iv C: i, ii, iii D: i, ii
5	Assessment Tasks	Research Essay Unit Test	Group presentations/seminars? Test on primary sources for midterm or essay question?	Research Essay #2 Unit Test	Final Exam Case study report

'P Year	Subject: Description:	high scho	ligned with the IB MYP Design frame ol Technology curriculum. The course	sign work and the New Brunswick (Canac e is taught in 55 minute classes twice	per week.
	Collaborators: Curriculum	Unit1	Stephen Mitchell, Stanislav Yaroslavs Unit 2	ski, Holger Meinberg, and Sean Miller Unit 3	r Unit 4
	Items Unit Title	Introduction to MYP Design	Paper Airplane (Learning the	Egg Drop Design	Advertisement poster
	Duration (weeks)	4	Design Cycle) 12	13	8
	Content	Design is a new subject to grade 6 students. We support students as they become accustomed to Design and how it is in every part of our lives. We look at several concepts that introduce Design in a non-threatening way as our	Students will become more familiar with the design cycle using an easy familiar task well known. By slowing the process down they will become aware of the four different stages. Students will have a competion with their planes in close for difference ourseal but their	Egg drop competition This unit is about designing a device to land your egg safely on the ground in form of a competition. The background for this competition is when humanity will finally embark on its trip to More it will be concerted to land	Students will start to understan and see the benefit of using the design cycle for a new unfamili project. Students will create an advertisement poster for their favorite event of their choice to encourage tourists to visit it. I w
1		students gain confidence with the subject. The core of MYP Design is the design cycle. In each of grades 6 to 10, students will complete between 2 and 4 design cycle projects. Each project will provide opportunities for students to	class for distance covered by their plane and time in the air.	Mars it will be essential to land there safely after the long voyage. The unit will help students to become more familiar with the design cycle using it for a project which is less common than folding a paper airplane like in the previous unit. The competition will take part at	encourage the students to use event from their home country s that they represent this importa event to the other students with class and school.
1		master practical computer skills and problem-solving skills. These skills are transferable. Once learned, we can apply these skills to any of the other seven (7) MYP core subjects and the Diploma Programme subjects. This worksheet defines a common understanding of technology. It		the staircase down to the cafeteria outside the school building. The height for the drop will be approximately 7 m. In case more than one egg will make it safe to the ground the winner will be the student whose device has the smallest mass, so keep this in mind when you are	
1		explains how to evaluate resources and how to solve problems. Students will understand the four (4) elements of the MYP Design Cycle: Inquiring and analyzing, Developing ideas, Creating the solution, and Evaluating. We will use the first few classes at the beginning of the grade 6 school		planning your device. Since the egg drop competition got more and more popular, there are many ideas available. I would highly appreciate it if you still would come up with your own unique solution to this. Maybe you can look into setting up a combination of different concepts to protect the	
1		year to introduce students to Design.		egg. What material is can be used? No drone, no electronic, no propulsion, and no gases (Helium or Hydrogen). We will use simple materials. (maybe including some foods). The surface of the egg may not be altered or modified. (You may not use glue, tape, string, or	
1				anything else to strengthen your egg!! Glue, tape, string, etc. is for either holding your structure together or for packing material. You may adhere nothing to your egg) "Mars has been flown by, orbited, smacked into, radar examined, and rocketed onto, as well as bounced upon, rolled	
1				over, shoveled, drilled into, baked, and even blasted. Still to come: Mars being stepped on." Buzz Aldrin, in his new book Mission to Mars: My Vision for Space Exploration (2013).	
1	ATL Skills	Self-management III. Organization Bring necessary equipment and supplies to class	Self-management III. Organization Bring necessary equipment and supplies to class	Communication Give and receive meaningful feed back.	Communication Give and receive meaningful fee back.
1			V. Reflection Consider content (What did I learn about today?, Whatg don't U yet understand?, What questions do I have now?)	Research Information literacy Access information to be informed and inform others Identify primary and secondary sources	Use intercultural understanding interpret communication
	SOI	Communities benefit from innovation that leads to optimization.	Development of the function is achieved through innovation of the model.	Function and form of the system depends on the innovation of the model.	Visual products communicate ideas and change perspectives
	Global Context & Area of Exploration	Globalization and sustainability: optimization	Scientific and technical innovation: Models	Scientific and technical innovation: Models	Personal and cultural expressio products
	Key Concept	Communities	Development	Systems	Communication
	Related	Innovation	Function	Form, Function	Perspective

	Subject:		Des	sign	
	Description:			work and the New Brunswick (Canac	
MYP Year	Collaborators:			e is taught in 55 minute classes twice ski, Holger Meinberg, and Sean Miller	
-	Curriculum			Unit 3	Unit 4
	Items	Unit1	Unit 2	Onico	Offic 4
	MYP	A: i, ii, iii, iv			
	Objectives	B: i, ii, iii, iv			
		C: i, ii, iii, iv			
-	Assessment	D: i, ii, iii, iv Criterion A: Strand 1 – problem	D: i, ii, iii, iv Criterion A: Strand 1 – problem	D: i, ii, iii, iv Criterion A: Strand 1 – problem	D: i, ii, iii, iv Criterion A: Strand 1 – problem
	Tasks	statement (formative)	statement (formative)	statement (formative)	statement (formative)
		Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)
4		Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)
		Criterion B: Strand 1 – Design specifications (formative)			
		Criterion B: Developing ideas (summative)			
4		Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)
		Criterion C: Creating the solution (summative)			
		Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle	Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle	Criterion C: Final product is either a 2D or 3D personal logo that represents the student who created it	Criterion C: Final product is an animation that will teach an internet safety rule
1		Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)
		Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)
		Criterion D: Evaluating (summative)	Criterion D: Evaluating (summative)	Criterion D: Evaluating (summative)	Criterion D: Evaluating (summative)
0	Unit Title	Creating Your Own Character	Mars Habitat	Animating your own story: Communicating with Form and Function	
	Duration	12	12	12	
	(weeks)				

	Subject: Description:		ligned with the IB MYP Design frame	s ign work and the New Brunswick (Canad e is taught in 55 minute classes twice	
MYP Year	Collaborators:			ski, Holger Meinberg, and Sean Miller	
	Curriculum Items	Unit1	Unit 2	Unit 3	Unit 4
	Content	In this first unit the students in grade 7 MYP design class are designing and modelling their own character. The key concept to create their own character is it to follow the MYP design cycle in	"Habitation systems provide a safe place for astronauts in space and on other worlds to achieve NASA's human exploration goals, with integrated life support systems, radiation protection, fire safety,	In this third unit we are using a hands on approach where the students use their character model (from unit #1) to animate and tell a story. We are following the design cycle to achieve a final product,	
2		order to documents and evaluate their process. The students are tasked to design and also create a character which they will later use to animate their own story in our later unit. The character the students create can be represented in many different ways, such as 3D physical	and systems to manage food, waste, clothing, and tools. In May 2017, NASA selected four university teams to complete	which gives the students another chance to connect their learnings and finding from unit #1 to unit #3. Have ever wanted to bring your story ideas to life? Do you want to be an animator? Research and explore different stop motion animation. Create a stop motion	
2		model, 2D drawing, court as 30 physical model, 2D drawing, computer generated, a puppet, or many other creative ways they see fit.	Habitation (X-Hab) 2018 Academic Innovation Challenge. The X-Hab Challenge enables the agency to solve key problems using new ideas and emerging concepts, while engaging the next generation of talented engineers. X-Hab teams develop functional	video of between 45 seconds and 2 minutes based on an existing story or a story that you create. Use clay characters (Claymation) or another medium of your choice.	
2			prototypes during the academic year, complete engineering design reviews, provide status briefings to NASA, and then present their projects for evaluation. One challenge of deep space exploration is establishing		
2			consistency among living spaces for astronauts. A human mission to Mars mission could last up to three years, including a 250-day journey, 500 days on the surface, and 250 days to return. Astronauts traveling to the Red Planet could spend months in microgravity (near weightless), while the Mars surface will have approximately a third of		
2			Earth's gravity. The crew's transition to life on Mars could be much safer and faster if their surface habitat is similar to the one in which they traveled. '(Jackson, Shanessa. "Students Design Space Habitat Concepts for Mars." <i>NASA</i> , 16 July 2018, www.nasa.gov/feature/students-		
2			design-space-habitat-concepts- for-mars.) "The Mars 2020 Perseverance Rover will search for signs of ancient microbial life, which will advance NASA's quest to explore the past habitability of Mars. The rover has a dill to collect core		
2			samples of Martian rock and soil, then store them in sealed tubes for pickup by a future mission that would ferry them back to Earth for detailed analysis. Perseverance will also test technologies to help pave the way for future human exploration of Mars."("Mission Overview." NASA, NASA, 2020,		
2			mars.nasa. gov/mars2020/mission/overview/) The Perseverance rover landed on Mars on Feb 18th, 2021. How will humans live there? Your task is to design a 3D scale model of a for astronauts and the scientific community that will provide a platform to study the planet.		

. L	Subject: Description:	high scho	ol Technology curriculum. The course	work and the New Brunswick (Canao e is taught in 55 minute classes twice	
(Collaborators: Curriculum	Unit1	Stephen Mitchell, Stanislav Yaroslavs Unit 2	ski, Holger Meinberg, and Sean Miller Unit 3	r Unit 4
	Items ATL Skills	Social Help others succeed	Communication Use a variety of media to communicate with a range of	Communication Use a variety of media to communicate with a range of	
		Self-management III. Organization skills Bring necessary equipment and supplies to class.	audiences. Research VI. Information Literacy	audiences Self-management III. Organizational	
		V. Reflection Consider content: What did I learn about today? What don't I yet understand? What questions do I have now?	Understand and implement intellectual property rights Present information ina. variety of formats and platforms	Keep an organized and logical system of information files/notebooks. Thinking IX. Creative Consider multiple alternatives, including those that might be	
				unlikely or impossible.	
	SOI	Collaboration in craft leads to creative inventions.	Growth in a challenging environment requires resources and innovation to adapt.	Creativity uses many forms and functions to communicate.	
G	Global Context	Personal and Cultural Expression: Craft	Scientific and technical innovation: adaptation	Personal and Cultural Expression: Creation	
	Key Concept	Creativity	Development	Communication	
	Related Concepts	Collaboration, invention	Innovation, resources	Form; Function	
	MYP	A: i, ii, iii, iv	A: i, ii, iii, iv	A: i, ii, iii, iv	
	Objectives	B: i, ii, iii, iv C: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii, iv	
		D: i, ii, iii, iv	D: i, ii, iii, iv	D: i, ii, iii, iv	
	Assessment Tasks	Criterion A: Strand 1 – problem statement (formative)	Criterion A: Strand 1 – problem statement (formative)	Criterion A: Strand 1 – problem statement (formative)	
		Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	
		Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	
		Criterion B: Strand 1 – Design specifications (formative)	Criterion B: Strand 1 – Design specifications (formative)	Criterion B: Strand 1 – Design specifications (formative)	
		Criterion B: Developing ideas (summative)	Criterion B: Developing ideas (summative)	Criterion B: Developing ideas (summative)	
		Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	
		Criterion C: Creating the solution (summative)	Criterion C: Creating the solution (summative)	Criterion C: Creating the solution (summative)	
		Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle	Criterion C: Final product is a stop motion video using clay figures that tells the student's story	Criterion C: Final product is a Google Sketchup redesign of the student's home or apartment that makes it more environmentally	
		Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	friendly Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way	
		Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)	that you had planned? (formative) Criterion D: Strand 1 – Testing	
		Criterion D: Evaluating (summative)	Criterion D: Evaluating (summative)	methods (formative) Criterion D: Evaluating (summative)	
	Unit Title	Unit 1: Fortune Teller	Unit 2: Preparing for My Future	Unit 3: Video to Future Me	Fluids (IDU with Design)
	Duration	9	10	10	8

	Subject: Description:		ligned with the IB MYP Design frame	s <mark>ign</mark> work and the New Brunswick (Canao e is taught in 55 minute classes twice	
MYP Year	Collaborators:			ski, Holger Meinberg, and Sean Miller	
	Curriculum Items	Unit1	Unit 2	Unit 3	Unit 4
ы С	Content	"MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action." (MYP Design Guide, pg 4)	You are thinking about your future. Your task will be to create a web portfolio (web-folio) to demonstrate your achievements for potential universities, colleges, trade schools, or employers. With the web-folio, you want to convince a school or workplace that you are a worthy candidate for their school/workplace.	What if you could talk to yourself in the future. Students' task will be to create a video for their future self between 10 and 30 years from now. What would they say to themselves? What topics would they want to "discuss" or ask their future self? Students could discuss their current life and ask questions to their future self about their future. Did they accomplish all of	relationships between heat and pressure on mass, volume and density. They will look at real-work density problems and contrast mass and weight. They will study how the viscosity of liquids change and look at the relationship
S C	ATL Skills	In Design class, we use the design cycle as a tool to guide us through finding solutions to problems. In this unit we will use the design cycle to create a simple product, a paper fortune teller, by following the steps of the design cycle. Self-management	Communication	their plans, hopes and dreams? Did they go to the school they wanted? What countries did they visit or live in? What about their career, marriage, children, friends, pets, or anything else?	Social
J		III. Organization Bring necessary equipment and supplies to class.	Organize and depict information logically Self-management	read, write and use language to gather and communicate information.	II. Collaboration skills Delegate and share responsibility for decision-making
3		VI. Reflection Consider content: What did I learn about today? What don't I yet understand? What questions do I have now?	III. Organization Select and use technology effectively and productively	make inferences and draw conclusions. Self-management: organization manage time and tasks effectively keep an organized and logical system of information files/notebooks.	Self-management III. Organization Set goals that are challenging and realistic Thinking IX. Creative Create novel solutions to authentic problems
0	SOI	Invention creates functional systems through proven methods.	Markets and trends communicate identity through a variety of perspectives	The system of time produces an evolution of adaptations and perspective,	Form and function develop through collaborative adaptation.
_ 5	Global Context	Scientific and technical innovation: methods	Identities and Relationships: identity formation	Orientation in space and time: evolution	Scientific and Technical Innovation: adaptation
	Key Concept	Systems	Communication	Systems	Development
	Related Concepts	Function, Invention	Perspective, markets and trends	Perspective, adaptation	Science: form, function Design: collaboration, form
	MYP Objectives	A: i, ii, iii, iv B: i, ii, iii, iv C: i, ii, iii, iv D: i, ii, iii, iv	A: i, ii, iii, iv B: i, ii, iii, iv C: i, ii, iii, iv	A: i, ii, iii, iv B: i, ii, iii, iv C: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii, iv
5	Assessment Tasks	Criterion A: Strand 1 – problem statement (formative)	D: i, ii, iii, iv Criterion A: Strand 1 – problem statement (formative)	D: i, ii, iii, iv Criterion A: Strand 1 – problem statement (formative)	IDU: A, B, C Boat model
2		Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	
		Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	
		Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas	Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas	Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas	
3		(summative) Criterion C: Strand 1 – Logical plan	(summative) Criterion C: Strand 1 – Logical plan	(summative) Criterion C: Strand 1 – Logical plan	
		(formative) Criterion C: Creating the solution (summative)	(formative) Criterion C: Creating the solution (summative)	(formative) Criterion C: Creating the solution (summative)	
3		Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle	Criterion C: Final product is a website that the student will use to convince a university or college to accept them into their school	Criterion C: Final product is a video that the student will make that is intended for them to view many years in the future	
		Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	
		Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)	
3		Critorion D: Evolucting (Critorion D: Evoluting (
3	Unit Title Duration	Criterion D: Evaluating (summative) Creating a Paper Load Carrying Beam 8	Criterion D: Evaluating (summative) Help Desk	Criterion D: Evaluating (summative) Mars Science Station to support the Rover (in conjunction with Space unit) 14	Space the Final Frontier: Let's Explore Mars (Science & Design IDU) 10

	Subject:			s <mark>ign</mark> work and the New Brunswick (Canac	la) Daard of Educationship widdle on d
MYP Year	Description:	high schoo	ol Technology curriculum. The course	e is taught in 55 minute classes twice	per week.
with teal	Collaborators:		Stephen Mitchell, Stanislav Yaroslavs	ski, Holger Meinberg, and Sean Miller	
	Curriculum Items	Unit1	Unit 2	Unit 3	Unit 4
4	Content	"MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action." (MYP Design Guide, page 4)	Students experienced and learned a lot about technology while in school. Now it is time for them to think about what they know and help someone else learn some of what they know. Students will communicate their knowledge of technology by collaborating with a customer to teach them new concepts.	"Habitation systems provide a safe place for astronauts in space and on other worlds to achieve NASA's human exploration goals, with integrated life support systems, radiation protection, fire safety, and systems to manage food, waste, clothing, and tools. In May 2017, NASA selected four university teams to complete design projects that emphasized common elements between surface and	Students will study our solar system by exploring the various theories that exist to explain its formation from the Big Bang forwards in time. As well, students will learn about other parts of the universe such as galaxies, galaxy types, stars and the sun earth, moon and planets. Students will study space exploration to consider how we know what we know about space.
4		In Design, we use the design cycle as a tool to guide us through finding solutions to problems. In this unit the design cycle will create a simple product, a paper load carrying beam, while following the steps of the design cycle.		transit habitats for missions to Mars, as part of the eXploration Systems and Habitation (X-Hab) 2018 Academic Innovation Challenge. The X-Hab Challenge enables the agency to solve key problems using new ideas and emerging concepts, while engaging the next generation of talented engineers. X-Hab teams develop functional	As an interdisciplinary learning experience students will apply what they have learned from the Design cycle and in Science to create a rover and a habitat for that rover to receive maintenance on Mars.
4	ATL CLU	D. 15	O annual a Nac	prototypes during the academic year, complete engineering design reviews, provide status briefings to NASA, and then present their projects for evaluation.	Describ
4	ATL Skills	Self-management III. Organization Plan short and long-term assignments; meet deadlines IV. Affective Demonstrate persistence and perseverance	Communication Use a variety of media to communicate with a range of audiences. Social Help others to succeed.	Research VI. Information literacy Collect and analyse data to identify solutions and make informed decisions Thinking IX. Creative thinking Identify obstacles and challenges	Research VI. Information literacy: Present information in a variety of formats and platforms Collect and analyse data to identify solutions and make informed decisions
Δ					Thinking VIII. Critical Gather and organize relevant information to formulate an argument Identify obsacles and challenges
	SOI	Proven methods help to evaluate a system's functionality.	Personal agency communicated can innovate collaboration.	The development of a successful infrastructure requires innovative invention.	The investigation of patterns helps to innovate the development of the ingenuity of invention with new models.
	Global Context	Scientific and technical innovation - models	Identities and Relationships - personal efficacy and agency	Globalisation and sustainability: strategy and infrastructure	Scientific and tchnical innovation: ingenuity and progress
	Key Concept	Systems	Communication	Development	Development
	Related Concepts	Function, Evaluation	Collaboration, Innovation	Innovation, Invention	Science:Models, patterns Design: Innovation, invention
	MYP Objectives	Criterion A: i, ii, iii, iv Criterion B: i, ii, iii, iv Criterion C: i, ii, iii, iv Criterion D: i, ii, iii, iv	Criterion A: i, ii, iii, iv Criterion B: i, ii, iii, iv Criterion C: i, ii, iii, iv Criterion D: i, ii, iii, iv	Criterion B: i, ii, iii, iv Criterion C: i, ii, iii, iv	Science: A : i, ii B : i, iii, iv C : i, ii D : i, ii, iii, iv
4					Design A: i, ii, iii, iv B: i, ii, iii, iv C: i, ii, iii, iv D: i, ii, iii, iv IDU:
Λ					A B C

	Subject: Description:	The CISH MYP Design program is a		sign work and the New Brunswick (Canao	a) Board of Education's middle and
MYP Year	Collaborators:	high scho	ol Technology curriculum. The course	e is taught in 55 minute classes twice ski, Holger Meinberg, and Sean Miller	per week.
	Curriculum Items	Unit1	Unit 2	Unit 3	Unit 4
4	Assessment Tasks	Criterion A: Strand 1 – problem statement (formative)	Criterion A: Strand 1 – problem statement (formative)	Criterion A: Strand 1 – problem statement (formative)	Electricity and Space Exam Rover and habitat Assignment
		Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	Reflection on how you plan to use the ATL skills assigned to this unit. At this point in the unit and with what you know, how will you demonstrate these skills? (formative)	
4		Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	
		Criterion B: Strand 1 – Design specifications (formative)	Criterion B: Strand 1 – Design specifications (formative)	Criterion B: Strand 1 – Design specifications (formative)	
Λ		Criterion B: Developing ideas (summative)	Criterion B: Developing ideas (summative)	Criterion B: Developing ideas (summative)	
4		Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	
		Criterion C: Creating the solution (summative)	Criterion C: Creating the solution (summative)	Criterion C: Creating the solution (summative)	
4		Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle	Criterion C: Final product is a tutorial that the student makes to teach his/her customer how to use a piece of technology (either hardware or software)	Criterion C: Final product is a product that the student creates to promote his country's culture Reflection on how you did use the	
		Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative) Criterion D: Strand 1 – Testing	
4		Criterion D: Strand 1 – Testing methods (formative) Criterion D: Evaluating (summative)	Criterion D: Strand 1 – Testing methods (formative)	methods (formative) Criterion D: Evaluating (summative)	
	Unit Title	Looking Good	Criterion D: Evaluating (summative) Protect It! (Design a laptop case)	Discovering Hefei	Organize it
	Duration (weeks)	9	10	12	6
5 5	Content	In Design, the design cycle is a tool to guide us through finding solutions to problems. In this unit we will follow the steps of the design cycle to learn a simple and practical procedure.Looking Good is an introduction / review of the stages of the design cycle. It will (re)familiarize students with the design cycle. As we cover this unit, we will do this working together as	Many communities recycle materials that are otherwise discarded as trash. We could reuse these recycled materials to create new products. Your task is to design and create a briefcase or laptop case. You will create a product that you or another person can use with pride. Your product should be innovative	nervousness of what we might find. The challenge is to introduce Hefei to a targeted group of newcomers. They might be tourists from elsewhere in China or from	"I was terrible at managing my time. I would have an assignment or a book report or a science project that was due in one or two weeks. I felt that there was lots of time. I didn't have to be in a hurry. I was sure that I could get the work done in a few hours." - Mitchell. Does this sound familiar? I see it in many classes. What can we do to
		a group. Students will ask questions and do some of the work in class. However, we expect students to work on this unit at home to ensure that they meet the due dates.At CISH we have uniform A days and a necktie or simply a "tie" is an important	and also use the concept of	overseas, expatriates or migrant workers coming to work in Hefei, students coming to Hefei (or maybe even to CISH) with or without their families. Students will work independently but they will also be part of a team. Each team will create a detailed	This this?Time management is about being focused regarding your tasks for the day / week / month. It's about taking control of what time you have and optimizing it for efficiency, focus, and above all, balance. How do you stay focused, not procrastinate, and manage
S		characteristic of the uniform. Wearing a tie sets an attitude helpful for learning. In our learning community, it raises the standard for dress in our school.		product for the targeted group of newcomers. Depending on the size of the team, each member will be responsible for different sections of the final product. Amongst themselves, students will decide what sections to include in the sections to include in	your time? Your teachers will tell you to use a schedule, prioritize, and get enough rest. Your task is to design and create a
5				their product and who will be responsible for each section. They will have to ensure that all sections complement each other.	product that you can use to keep yourself focused and on task. Your product will help you manage your time to help you get your schoolwork and any other work done to the best of your ability. Your product needs to work for you and you alone. You cannot use someone else's product. You need one for YOURSELF.
6	ATL Skills	Self-Management III. Organization	Self-Management III. Organization	Communication use intercultural understanding to	Self-Management III. Organization
		plan short and long-term	keep an organized and logical	interpret communication.	plan short and long-term
		assignments; meet deadlines IV. Affective demonstrate persistence and	system of information/notebooks Thinking IX. Creative	Research VI. Information literacy skills make connections between various	
		perseverance	Make unexpected or unusual connecitons between objects	sources of information.	perseverance
			and/or ideas		practice focus and concentration

	Subject:		Des	sign	
	Description:	The CISH MYP Design program is a	ligned with the IB MYP Design frame	work and the New Brunswick (Canac	a) Board of Education's middle and
MYP Year				e is taught in 55 minute classes twice	
	Collaborators:		Stephen Mitchell, Stanislav Yaroslavs	ski, Holger Meinberg, and Sean Mille	
	Curriculum Items	Unit1	Unit 2	Unit 3	Unit 4
	SOI	Communities practice function to	The development of sustainably	As time passes, trends and	Self-evaluation allows for
		acquire competency and produce	innovative products influence	perspective influence a	the development of a functional
		form.	consumption in a positive way.	community's perception of heritage.	and personalized product.
	Global Context	Personal and cultural expression:	Globalization and sustainability:	Orientation in Space and Time:	Personal and Cultural Expression:
		practice and competency	comsumption	Heritage	Product
	Key Concept	Communities	Development	Communities	Development
	Related	Form, Function	Innovation, Sustainability	Markets and Trends, Perspective	evaluation, function
	Concepts	,	, , ,		,
	MYP	A: i, ii, iii, iv	A: i, ii, iii, iv	A: i, ii, iii, iv	A: i, ii, iii, iv
	Objectives	B: i, ii, iii, iv	B: i, ii, iii, iv	B: i, ii, iii, iv	B: i, ii, iii, iv
		C: i, ii, iii, iv	C: i, ii, iii, iv	C: i, ii, iii, iv	C: i, ii, iii, iv
		D: i, ii, iii, iv	D: i, ii, iii, iv	D: i, ii, iii, iv	D: i, ii, iii, iv
	Assessment	Criterion A: Strand 1 – problem	Criterion A: Strand 1 – problem	Criterion A: Strand 1 – problem	Create a product that would be
	Tasks	statement (formative)	statement (formative)	statement (formative)	useful for organizing student life.
		Reflection on how you plan to use	Reflection on how you plan to use	Reflection on how you plan to use	
		the ATL skills assigned to this unit.	the ATL skills assigned to this unit.	the ATL skills assigned to this unit.	
		At this point in the unit and with	At this point in the unit and with	At this point in the unit and with	
		what you know, how will you	what you know, how will you	what you know, how will you	
		demonstrate these skills?	demonstrate these skills?	demonstrate these skills?	
		(formative)	(formative)	(formative)	
		Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	Criterion A: Inquiring and analyzing (summative)	
5		Criterion B: Strand 1 – Design specifications (formative)	Criterion B: Strand 1 – Design specifications (formative)	Criterion B: Strand 1 – Design specifications (formative)	
		Criterion B: Developing ideas (summative)	Criterion B: Developing ideas (summative)	Criterion B: Developing ideas (summative)	
		Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	Criterion C: Strand 1 – Logical plan (formative)	
5		Criterion C: Creating the solution (summative)	Criterion C: Creating the solution (summative)	Criterion C: Creating the solution (summative)	
		Criterion C: Final product is a working procedure that instructs someone how to tie a specific necktie knot	Criterion C: Final product is a product made from recycled material that the student will use as a case for his/her laptop	Criterion C: Final product is a guide that the student makes to be used by targeted newcomers to Hefei	
		Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	Reflection on how you did use the ATL skills assigned to this unit. Were you able to use them the way that you had planned? (formative)	
		Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)	Criterion D: Strand 1 – Testing methods (formative)	
		Criterion D: Evaluating (summative)	Criterion D: Evaluating (summative)	Criterion D: Evaluating (summative)	

	Subject:		Visua	al Arts	
	Description:	The CISH MYP Visual Arts program		work and the New Brunswick (Canac	da) Board of Education's middle and
MYP Year				sses twice per week. Students are off	
WTP Year	Collaborators:	to take either		ips the frequency of the class to 4 tin her, Catherine Li, and Sean Miller	ies per week.
	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4
	Items				
	Unit Title	Neo-Pop Realism/Zentangle (developing IDU with Science)	From Micro to Macro: Micro Patterns in 2D (developing IDU Biology)	Communities and Visual Expression	Composing an Image
	Duration (weeks)	9	9	9	10
- - - - - - - -	ATL Skills	During this Unit, we will get acquainted with and research Neo- Pop Realism in art. It can be found under various other names like zentangle, tangle or doodling. Started by Nadia Russ in 1989, this art style is not interested in copying real-life objects, the human body, or the ideas of others. It focuses on breaking through limitations and opening your mind in order to create artworks that are unique. Along with being an art style, it can be meditative and a great way to relieve stress due to its repetitive patterns. Using sketchbooks, we will take notes of and practice its freedom of patterns from abstract to more realist decorative designs. Based on research and sketches, an A3 size Neo-Pop Realist artwork, using a fine point black pen, will be created. Forms of Integration: Contextualization Practical solution Personal expression Thinking IX. Creative Create original works and ideas; use existing works and ideas in new ways	In this unit, students will challenge their perception of scale connecting both small and large imagery, as well as explore how microscopic imagery can reveal patterns and similarities that can be employed to create works of art. The blending of "micro and macro" within their work will connect art and science, raising questions about how we interpret various points of view, our understanding of scale, as well as the universe and our place within it. During this unit students will: Explore and assess ideas, forms and imagery related to natural patterns, including those invisible to the naked eye, and close observation using magnification tools, photographic and digital imagery. Explore the work of artists that work in this area. Develop ideas and designs in imaginative ways, considering purpose and audience. Be familiar with the materials and control processes, including digital photography, drawing, painting. Interpret visual qualities relating to pattern, colour and composition. Exhibit and critique their own work. Thinking X. Creative Thinking Skills Create original works and ideas; use existingworks and ideas in new ways	During this unit, we will explore a specific form of visual art and how it is used to express a particular culture. Students will learn about the value and merits of a particular art style while creating their own version of it. In individuals and societies, students will learn about the cultural and social significance of artistic expression.Students will consider our natural and man- made environment and the development of art in different times and places, as well as the human impact on the environment, commonality, diversity and interconnection, urban planning, strategy, and infrastructure.	Composition refers to the organisation of the formal element of art according to the principles o art. Students will learn how to compose and organise an image as a visual context in order to communicate and/or change meaning.
1	SOI	Technological innovation can impact changes in art and cultures.	Make connections between subject groups and disciplines Abstract thinking influences the interpretation of the world and its	Combine knowledge, understanding and skills to create products or solutions Visual expression can build and preserve the cultural identity of a	Composition can be used to creat and communicate personal and
	Global Context	Scientific and technical innovation	connections to culture. Personal and cultural expression:	community. Personal and cultural expression	cultural meaning. Personal and cultural expression
	& Area of Exploration		metacognition and abstract thinking		
4	Key Concept	Change	Connections	Communities	Communication
	Related Concepts	Innovation	Interpretation	Expression	Composition
	MYP Objectives	A: i, ii, iii B: i, ii	A: iii B: ii	A: i, ii, iii B: i, ii	A: i, ii, iii B: i, ii
		C: i, ii, iii	C: ii, iii	C: i, iii	C: ii, iii
		D: iii	D: ii	D: i, ii, iii	D: i, iii

	Subject: Description:		is aligned with the IB MYP Arts frame	a <mark>l Arts</mark> ework and the New Brunswick (Canac	
Year				sses twice per week. Students are off ips the frequency of the class to 4 tim	
Tear	Collaborators:			ner, Catherine Li, and Sean Miller	
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Assessment Tasks	Formative: 1. Students will research neo-pop realism in art. It can be found under various other names like zentangle, tangle, doodling. Using their sketchbooks, they will take notes of its freedom of patterns from abstract to more realistic decorative designs. 2. In their sketchbook students will	Formative: 1. Research, notes 2. Sketches of ideas based on research and notes. Summative: Series of large scale completed artworks using water-based colours.	Formative: Students will collect a portfolio/collection of works from a specific community/cultural group. Summative: Students will create their own artwork to include in the portfolio, mimicking the style and elements as best as possible. Students must identify specific visual	Formative: 1. Research, notes 2. Sketches of ideas based on research and notes Summative: Series of compositions based of their sketches, using colours.
		2. In their steady state in their practice different abstract and realist patterns to be used in their artworks. They will choose and submit the ones they will consider useful for their final artwork. Summative: Based on their research and sketches, students will create minimum one A3 size neo-pop artwork using a fine point black pen.		characteristics that identify visual representation as belonging to that particular community/population/culture.	
	Unit Title	How Colours Work: Optics in Art & Science (Developing IDU Science)	Masks of the World (Developing IDU with I & S)	The Art that Popped: Pop Art	The Art that Didn't Pop: Op Art
	Duration (weeks)	9	9	9	9
	Content	Is colour the field of Science or Visual Arts? In this unit, students will explore and understand the different perspectives employed by both Science and Visual Arts in studying the same phenomenon.	Masks are objects that cover the face for variety of reasons. They are used for protection, disguise, entertainment or ritual practices and are made from various materials, depending of use. The story of masks goes back to a time	Pop art is a movement that uses images and ideas from popular culture. First emerging in the 1950s, pop art was inspired by the major role that mass media played in modern life. From popular magazines to advertisements on	Artists have been intrigued by nature of perception and by op effects and illusions for many centuries. They have often bee central concern of art, just as r as themes drawn from history literature. But in the 1950s the:
			when our ancestors masqueraded as animals as a form of hunting divination. Although the oldest found mask is about 9000 years old, the art of making masks is thought to be much older, but due to the ephemeral nature of the materials used in making them (usually leather and wood), they	billboards to comic books, the world was filling up with images, and pop artists were fascinated by this. Since pop art explores the relationship between commercial products and fine art, there is very often a sense of irony, humor, or satire. Pop art made a major splash in the artistic world and	preoccupations, allied to new interests in technology and psychology, blossomed into a movement. Op, or Optical, art typically employs abstract pat composed with a stark contra foreground and background often often in black and white for maximum contrast – to produc
			did not survive to this day. Masks can be found all over the world and they are generally similar in their overall appearance, but most of the time very different in style and in the way they are made and used. During this unit, students will study world's masks in their historical,	forced people to question the line between art and mass media in a way that hadn't been done before. During this unit students will explore the origins, purpose and influence of pop art, identify pop art artworks and develop and create individual works of pop art.	effects that confuse and excite eye. This unit will introduce studen Op Art. They will explore the origins, purpose and influence Op Art, Identify Op Art artworh and develop and create individ works using optical illusions. Different colour schemes can
	ATL Skills	Thinking	social and cultural context and the cultural use of symbols in creating masks. They will employ their knowledge and understanding in creating an individual artwork based on their research.	Paramuniation	be used.
	ATE OKIIS	VIII Critical Thinking Interpret data	Communication Use intercultural understanding to interpret communication	Communication Interpret and use effectively modes of non-verbal communication	Research VII Media Literacy Skills Make informed choices about personal viewing experiences
		Consider ideas from multiple perspectives	Use a variety of media to communicate with a range of audiences	Thinking IX Creative Thinking Create original works and ideas; use existing works and ideas in	Thinking IX Creative Thinking Skills Make unexpected and unusua
		Consider multiple alternatives, including those that might be unlikely or impossible	Self-management V Reflection skills Focus on the process of creating by imitating the works of others	new ways	connections between objects and/or ideas
	SOI	Representations can change perspectives and interpretations of the processes of the world.	Societies express personal and cultural beliefs and valus by communicating in a variety of visual cultures.	Interpreting popular culture can lead to new stylistic ways of expressing and communicating personal beauty.	Innovative personal expression lead to novel aesthetic values.
	Global Context	Scientific and Technical Innovation: Processes	Personal and cultural expression: Beliefs systems	Personal and cultural expression: Beauty	Personal and cultural expression
	Key Concept	Perspective		Communication	Aesthetics
	Related Concepts	Representation, Interpretation	Visual culture, expression	Interpretation, style	Innovation
	MYP Objectives	A: iii B: ii C: i, ii, iii	A: i, ii, iii B: i, ii C: i, ii, iii	A: i, ii, iii B: i, ii	A: i, iii B: i, ii
					C: i, iii

	Subject: Description:	The CISH MYP Visual Arts program	is aligned with the IR MYP Arts frame	a <mark>l Arts</mark> ework and the New Brunswick (Canad	da) Board of Education's middle a
		high school Visual Arts curriculum. 1	The course is taught in 55 minute clas	sses twice per week. Students are of ups the frequency of the class to 4 tin	fered a streaming option in grade
IYP Year	Collaborators:	to take either	Visual Arts or Performing Arts, this u	ups the frequency of the class to 4 tin ner, Catherine Li, and Sean Miller	nes per week.
	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4
	Assessment	Formative:	Formative:	Formative:	Formative:
	Tasks	1. Colour theory background.	1. Research and study. Students	1. Students will research the	1. Students will research the
		Students will explore and take	will research world's masks and	origins, purpose and influence of	origins, purpose and influence of
		notes on the colour theory	find three different masks from	Pop Art taking notes in their	Op Art taking notes in their
		evolution. They will research the	three different cultures originating	sketchbooks.	sketchbooks.
·		ancients and concentrate on the first attempts to include scientific	on three different continents. Using their sketchbooks, they will take	2. Students will identify Pop Art works of art of their choice	2. Students will identify Op Art works of art of their choice
		discoveries, especially in the fields	notes on the origin of the masks,	analysing and explaining their	analysing and explaining their
		of optics and psychology, to	cultural specificity, purpose and	understanding	understanding
		advance the understanding of	use. They will consider the	Summative:	Summative:
		colours. They will also look at	correlation between culture and	Based on their research and	Based on their research and
		colours symbolism in different	environment.	analysis, students will develop and	
		cultures and note similarities and differences.	2. Sketches and studies. Using your research and studies on	create individual works of Pop Art.	create individual works of Op Ar
		2. Johannes Itten & the seven	world's masks, students will		
		colour contrasts. Students will	propose three sketches for an		
		develop their research with the	artwork in a medium of their		
<u></u>		seven colour contrasts devised by	choice. Summative:		
		Johannes Itten for his preliminary course at Bauhaus. They will find a	Based on their sketches, students		
		known artwork to match each of	will choose one proposal and will		
		Itten's contrasts and explain their	create an A3 size artwork in		
		choice.	colours.		
		3. Josef Albers & the Interaction of Colours. Students will research			
		Josef Albers' art and colour			
		interaction explorations in his			
		seminal series "Homage to the			
		Square". They will examine his			
		colour theory and summarise it in a short essay. They will point out the			
		impact it had on art making and			
		understanding colours. Also, they			
		will look at the "colour constancy"			
		and "Land effect" discovered by			
<u></u>		Edwin H. Lang and note the contradictions with Albers' theory.			
		4. Sketches for a final artwork.			
		Employing one colour contrast of			
		their choice as devised by			
		Johannes Itten and their			
		understanding of the theories outlining Josef Albers' work,			
		students will create a series of			
		sketches for a final acrylic artwork.			
		When choosing their topic,			
		students will have to consider its compatibility with their chosen			
		colour contrast(s). Sketches will			
		need to outline at least three			
		different ideas using different			
		genres and subjects.			
		Summative: Based on your sketches, students			
		will create an acrylic painting on a			
		topic of their choice.			
	Unit Title	Art for Show:	Thinking Visual:	Art in the Environment:	Understanding Linear
		Shadow Puppets Performance	Street Art	Sculpture	Perspective:
		(Developing IDU with Drama)			1 Point Perspective (Developing IDU with Math)
~	Duration	9	9	9	(Developing IDO with Math) 9
	(weeks)		Ŭ	, s	

	Subject:		Visua	al Arts	
	Description:			ework and the New Brunswick (Canad	
MYP Year				sses twice per week. Students are of ops the frequency of the class to 4 tin	
with tear	Collaborators:			her, Catherine Li, and Sean Miller	ies per week.
	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4
	Items				
	Content	Shadow puppetry is considered	Street art is a form of artwork that	This Unit is about our natural	Linear perspective is an
		the oldest form of puppetry in the world. It likely originated in Central	is displayed in public on surrounding buildings, on streets,	environment and the development of public art in different times and	approximate representation of an image as viewed in reality,
		Asia – China in the first millennium	trains, and on other publicly	places. It is about the human	generally on a two-dimensional
		BCE. In China the shadow plays	viewed surfaces. Many instances	impact on the environment, about	surface. The most characteristic
		are often folk-tales and legends of	come in the form of guerrilla art,	commonality, diversity and	feature of linear perspective is the
- 2		the past, many based on Chinese opera themes. In Western Europe	which is intended to make a personal statement about the	interconnection, urban planning,	illusion of space and depth it gives
		shadow puppetry enjoyed	society that the artist lives within.	strategy and infrastructure.	on a flat surface. In a linear perspective drawing all objects
		popularity during the 1800's when	The work has moved from the	Since the beginning of	recede to points in the distance
		the art of cutting silhouettes out of	beginnings of graffiti and	times, monumental sculpture was	along the horizon line, and
		paper was fashionable. In 1926	vandalism to new modes where	created for the place it was	sometimes above and below the
		German shadow puppeteer Lotte Reiniger made the first full length	artists work to bring messages, or just beauty, to an audience.	intended to occupy. During this unit, we will study and understand	horizon line depending on the view used. Attempts to create the
		animated film The Adventures of		sculpture in its environmental	illusion of depth were made since
		Prince Achmet. Students will study	During this unit, students are going		ancient times. Filippo
		shadow puppetry and the way it	to learn about street art and its	newly acquired knowledge to	Brunelleschi's invention of linear
		works, with a focus on Chinese	social and artistic value. They will	creating a three-dimensional artwork of their own to be	perspective between 1415 and
		shadow puppetry and Lotte Reiniger's early works on stop	create their own street artwork and will be encouraged to reflect upon	exhibited in an environment of our	1420 was immediately influential on subsequent Italian Renaissance
		motion animation.	its meaning and their experiences	choice. They will have to consider	art and shortly after on the entire
			while realising it.	our natural and man-made	Western European art. It was
		Based on a chosen script,		environment and the development	further developed in manuscripts,
		students will work in groups taking various roles and delegating		of public art in different times and places, as well as the human	among others, by Leon Battista Alberti in his famous 1435 book
		various tasks to each other. Using		impact on the environment,	"On Painting" and by a young
		sketchbooks, they are going to		commonality, diversity and	Florentine apprentice named
		work on a series of sketches,		interconnection, urban planning,	Leonardo da Vinci, thus
		outlining ideas for their shadow puppets, create their puppets		strategy and infrastructure.	contributing to the mathematics of art.
		using black construction paper and			
		prepare for a shadow puppets			During this unit, students will
		performance.			explore the origins and influence of
		The second states are a size and with the balance			linear perspective in Visual Arts
		They will also experiment with light and filters, engineer articulated			and its connection with Geometry and focus on the one-point linear
		puppets, and finally, record their			perspective. They will create their
		own shadow puppets			own study of a one-point
		performance. Shadow puppets are			perspective room interior including
		just the right toy for any young artist, writer, or stage director.			its various objects, carefully considering their scale and
		a list, which, or stage director.			perspective decrease in the size.
	ATL Skills	Social	Communication	Social	Thinking
\prec		Manage and resolve conflict and	Use intercultural understanding to	Give and receive meaningful	VIII. Critical
		work collaboratively in teams	interpret communication	feedback	Practice observing carefully in order to recognise problems
		Thinking	Use and interpret a range of	Research	forder to recognise problems
		IX. Creative	discipline-specific terms and	VII. Media Literacy	IX. Creative
		Create original works and ideas;	symbols	Locate, organize, analyse,	Consider multiple alternatives
		use existing works and ideas in	Thinking	evaluate, synthesise and ethically	including those that might be
		new ways	Thinking IX. Creative	use information from a variety of sources and media (including	unlikely or impossible
			Apply existing knowledge to	digital social media and online	X. Transfer
			generate new ideas, products or	networks)	Make connections between
			processes		subject groups and disciplines
	SOI	Social constructions of reality are	Any location can become a place	The human impact on the	Understanding form in space
		created and interpreted through	to express change through the	environment has resulted in	enables the representation of
		cultural and personal narratives.	adaptation to boundaries and	innovative changes in the various	three-dimensional objects in two
			constraints.	representations of the world.	dimensions using procedures of scale.
5	Global Context	Personal and Cultural Expression:	Orientation in space and time:	Globalization and sustainability:	Orientation in time and space:
		Social constructions of reality	Constraints and adaptation	Human impact on the environment	scale
	Key Concept	Creativity	Change	Change	Form
	Related	interpretation, narrative	Boundaries	representation, innovation	Representation, Space
	Concepts				A · iii
	MYP	A: i, iii	A; i, ii, iii	A: i, ii, iii	A: iii
	Objectives	B·i ii	B·i ii	B·i ii	R∙iii
0	Objectives	B: i, ii C: i, ii, iii	B: i, ii C: i, ii, iii	B: i, ii C: i, ii, iii	B: i, ii C: ii, iii

	Subject: Description:	high school Visual Arts curriculum. T	is aligned with the IB MYP Arts frame The course is taught in 55 minute clas	a <mark>l Arts</mark> work and the New Brunswick (Canac sses twice per week. Students are off	ered a streaming option in grade 10
MYP Year	Collaborators:	to take either		ips the frequency of the class to 4 tim her, Catherine Li, and Sean Miller	nes per week.
	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4
	Items Assessment	Students working both individually	Formative:	Formative:	Formative:
333	Tasks	and in groups have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate their own and their peers artwork. Assessment aligns with the curriculum and achievement standards. It is accurate, defensible and comparable. It is also individualised and meaningful, in plain language easy to interpret and understand. Formative: 1. Students will research Chinese shadow puppetry and Lotte Reiniger's early works on stop motion animation. They will search for a shadow puppets performance.	 Research and study. Students will study street art and expand their understanding of it by finding answers to the following questions: Is street art Art? What is the purpose of street art and the attitude of the artist? Will the meaning of a street artwork be lost if placed in a museum? Sketches. Based on their understanding students will advanced their proposal for a street artwork in a chosen environment, justifying their choice of design and location. Summative: Final artwork. Students will produce their street artwork in their choice of art-making form. 	Research and study. Using the information in the presentation attached start your research on the development of public art in different times and places. Use your sketchbook to record your findings and sketch your ideas for your public artwork in an actual place of your choice. Summative: Based on your sketches create a three-dimensional maquette of an artwork to be displayed in a public place (indoor or outdoor).	Research and study. Students will research one-point perspective to understand its basic rules. Based on their understanding they will practice drawing basic three- dimensional objects (cube, cylinder, sphere) using one-point perspective in their sketchbook. Summative: Using their newly acquired knowledge, understanding and skills students will create a three- dimensional drawing of a room interior and its contained objects on an A3 paper using one-point linear perspective.
3		 Using their sketchbooks students will create a series of sketches outlining their ideas for the shadow puppets to be used in their performance. Based on their sketches students will create the shadow puppets needed for their performance. Summative: Students will record their shadow puppets performance and present it to their teacher and peers. 	Film Tochniquos:	Printing Techniques:	Turning Points in Art History
	Unit Title	Understanding Linear Perspective:	Film Techniques: Stop Motion Animation	Printing Techniques: Linocut	Turning Points in Art History: Impressionism
		2 & 3 Point Perspective	IDU English/Chinese Literature		
	Duration	IDU Mathematics 8	9	9	9
4	(weeks) Content	Linear perspective is an approximate representation of an image as viewed in reality, generally on a two-dimensional surface. The most characteristic feature of linear perspective is the illusion of space and depth it gives on a flat surface. In a linear perspective drawing all objects recede to points in the distance along the horizon line, and sometimes above and below the	Stop motion is a type of animation based on a film-making technique in which objects are physically manipulated in small increments between individually photographed frames so that they will appear to exhibit independent motion or change when the series of frames is played back. Any kind of object can thus be animated, but puppets with movable joints (puppet animation) or plasticine figures	Linocut is a type of relief printing technique in which an image is carved into a block of linoleum, then ink is rolled onto the uncut surface, paper is placed on top of the block and, finally, pressure is applied to produce the print. A relatively new medium similar with woodblock printing technique, linocut appeared in the contemporary art world as an established professional print	Impressionist paintings are today among the most admired of all artworks. They are the pride of every private and public collection. As a rule, they offer a visual feast, and posses a magic of their own that captivates the more and less experienced art lover alike. Impressionism represents the grand finale of a particular way of appropriating the world through
4		horizon line depending on the view used. Attempts to create the illusion of depth were made since ancient times. Filippo Brunelleschi's invention of linear perspective between 1415 and 1420 was immediately influential on subsequent Italian Renaissance art	(clay animation) are most commonly used. During this unit students will work in groups and experiment with various types of objects and digital software in creating their animation film. At the end of the unit they will be able to describe the concept and provide details relating to stop	guided through historical, cultural and conceptual aspects of printmaking with a focus on linocut printing technique. They will use	era and it was anchored in a tradition dating back to Antiquity. But Impressionism also established various features that were preconditions and characteristics of 20th century modern art, and by its almost
4		and shortly after on the entire Western European art. It was further developed in manuscripts, among others, by Leon Battista Alberti in his famous 1435 book "On Painting" and by a young Florentine apprentice named Leonardo da Vinci, thus contributing to the mathematics of art.	motion animation, correctly operate the production equipment and produce a five to ten minutes short stop motion animation film.	based class activities will give	instantaneous global influence, it became a turning point in the history of visual arts. During this unit, students will study the historical, social and cultural context in which Impressionism appeared and developed. They will understand the reasons and consider the influence it had on subsequent art movements and on
4		During this unit, students will explore the origins and influence of linear perspective in Visual Arts and its connection with Geometry and focus on the two and three- point linear perspective. They will create their own study of a two- point perspective house and its environment, carefully considering scale and perspective decrease in the size.		question and chique their own work as well as the work of other artists, and approach each art process with an open mind and positive attitude.	subsequent art movements and on the modern art as a whole. They will develop their practical skills experimenting with new mediums while referring to the Impressionist painting techniques.

	Subject:		Visua	al Arts	
	Description:		is aligned with the IB MYP Arts frame	ework and the New Brunswick (Canac sses twice per week. Students are off	
MYP Year			Visual Arts or Performing Arts, this u	ps the frequency of the class to 4 tim	
	Collaborators: Curriculum			her, Catherine Li, and Sean Miller	
	Items	Unit 1	Unit 2	Unit 3	Unit 4
4	ATL Skills	Thinking VIII Critical Thinking Practice observing carefully in	Social Delegate and share responsibility for decision making	Thinking VIII. Critical thinking Practise observing carefully in	Self-management V. Reflection Focus on the process of creating
		order to recognise problems IX Creative Thinking	Thinking IX. Creative	order to recognise problems IX. Creative thinking	by imitating the works of others Thinking
Λ		Consider multiple alternatives including those that might be unlikely or impossible	Create original works and ideas; use existing works and ideas in new ways	Apply existing knowledge to generate new ideas, products or processes	VIII. Critical Revise understanding based on new information and evidence
4		X Transfer Make connections between subject groups and disciplines			
	SOI	Form and scale in space enables	Visual cultural narratives	Technical boundaries can be	Philosophies and ways of life can
Λ		us to represent three-dimensional objects in two dimensions.	communicate an interpretation of symbols and meaning through artistry, craft and creation.	innovatively employed to express a new aesthetic understanding	change personal interpretation and cultural expression and its visual representation.
	Global Context	Orientation in time and space: scale	Personal and cultural expression: artistry, craft, creation	Scientific and technical innovation	Personal and cultural expression: Philosophies and ways of life
	Key Concept	Form	Communication	Aesthetics	Change
	Related Concepts	Representation, Space	Narrative, visual culture	Innovation, boundaries	Interpretation, Representation
	MYP	A: iii	A: ii, iii	A: i, iii	A: i, ii, iii
	Objectives	B: i, ii C: i, ii, iii	B: i, ii C: i, iii	B: i, ii C: i, ii, iii	B: i, ii C: i, iii
		D: ii, iii	D: iii	D: i, iii	D: i, ii
	Assessment Tasks	Formative: Research and study. Students will	Formative: 1. Students will research various	Formative: 1. Research and study	Formative: 1. Research and study. Students
		research two and three-point	types of stop motion animation	Research linocut technique within	will research the historical, social
		perspective to understand its basic rules. Based on their	(claymation, drawing, lego, etc) while employing their previous	the various main printing processes and answer the	and cultural context in which Impressionism emerged. They will
		understanding they will practice	knowledge on shadow puppetry.	questions below:	consider the causes of the shift in
		drawing basic three-dimensional objects (cube, cylinder, sphere)	They will study the linked resources and use their	What makes linocut different from other printing techniques?	popularity from Academism to Impressionism, and how this
		using two and three-point perspective in their sketchbook.	sketchbook to note the similarities and differences between the	What are the advantages and limitations of linocut compared	change in values lead to the apparition of modern art. They will
		Summative:	shadow puppets performance they	with other printing techniques?	focus on the difference between
		Using their newly acquired knowledge, understanding and	worked on last year and stop motion animation films.	Case study: Ukiyo-e woodblock printing. Choose an ukiyo-e print	the painting techniques employed by both art movements.
		skills students will create a three-	2. Storyboarding. Working in	from an artist of your choice and	Students will consider how the
		dimensional drawing of a house and its environment on an A3	groups and using their sketchbooks, students will present	formally analyse it focusing on the technique used to create it.	invention of photography at the beginning of 19th century
		paper using two-point linear	their ideas for a short stop motion	Use your sketchbook for your	influenced the evolution of art in
		perspective.	animation, between 5-10 minutes long. They will create a storyboard,	studies. 2. Sketches and studies. Use your	the subsequent decades. They will choose a famous artwork in 1800
			visually outlining their ideas. The	sketchbook to take notes and	and another famous artwork in
			storyboard is an important piece of the course as the entire film	sketch your ideas for a series of linocut prints (minimum three final	1899 and compare them presenting their findings.
			structure will be based on it. Start	ideas) mono and/or polychromatic	Case study: The World of
			producing your shadow puppets and sets for your film.	Summative: 1. Final print: Linocut	Impressionism. Students will research and find the reasons that
			Summative:	Based on your sketches produce a series of mono and/or	lead to the adoption of
			Create a stop motion animation between 5 and 10 minutes length.	polychromatic linocut prints.	Impressionism in all corners of the world. They will choose a
			Use any video editing software of		representative Impressionist artist
			your choice. Present it to your peers.		(and at least one of his/her artwork (s) from each world continent and
					analyse their similarities and differences.
					2. Sketches and studies. Students
					will study the Impressionist drawing and painting techniques
					and practice drawing and painting
					in their sketchbooks using various mediums (pencil, graphite,
					charcoal, watercolours, acrylic) to
					achieve similar visual qualities. They will practice toward and
					create sketches for a 50*60 cm
					painting. They will choose a theme and subject according with the
					characteristics of Impressionist art
					(landscape – plein air – cityscape, still life, portrait). They will use their
					knowledge acquired while studying
					Impressionist artists and artworks. Summative:
					Based on their research and
					sketches, students will create a 50*60 cm painting using
					waterbased acrylic colours and
					employing their knowledge and understanding of Impressionist
					painting techniques. Any
					Impressionist theme and subject of their choice can be used.
	Unit Title	Art in the Environment: Installation	Printing Techniques: Drypoint & Monoprint	Art for Dreaming: Metaphysical & Surrealist	Thinking about Art
				Painting	

	Subject:		Visua	al Arts	
	Description:			ework and the New Brunswick (Canac	
MYP Year				sses twice per week. Students are off	
with tear	Collaborators:	to take either		ips the frequency of the class to 4 tirr her, Catherine Li, and Sean Miller	les per week.
	Curriculum	11-24			11-5-4
	Items	Unit 1	Unit 2	Unit 3	Unit 4
	Duration (weeks)	8	14	8	7
5 5 5 5	(weeks) Content	Installation art is an artistic genre of three-dimensional works that are often site-specific and designed to transform the perception of a space. Generally, the term is applied to interior spaces, whereas exterior interventions are often called public art, land art or art intervention. During this unit, students will study and understand installation in its environmental context, while applying their newly acquired knowledge to creating a three- dimensional artwork of their own to be exhibited in an environment of their choice. They will have to consider our natural and man- made environment and the development of public art in different times and places, as well as the human impact on the environment, commonality, diversity and interconnection, urban planning, strategy and infrastructure.	Students are guided through a unit which includes historical, cultural and conceptual aspects of printmaking. Out of a variety of printmaking techniques drypoint and monoprint & monotype techniques will be learned and utilized. Basic Elements of Art and Principles of Design will be stressed within printed compositions. Class activities will give students an opportunity to practice art fundamentals while learning technical skills in Printmaking. To succeed, students must meet the required criteria given for all assignments, be prepared to question and critique their own work as well as the work of other artists, and approach each art process with an open mind and positive attitude.	Giorgio de Chirico was one of the most influential artists of all times. Never achieving the fame of a Leonardo da Vinci, Pablo Picasso or Salvador Dali, he nevertheless had an immense influence on the latter and the art movement he brought to fame, Surrealism. Although distinctive in style, both movements share a dreamlike and often vaguely threatening, mysterious quality of a "painting that which cannot be seen" as coined by Roderick Comway Morris. During this unit students will solicit and expand their ability to represent their dreams through visual analogies and metaphors.	This unit is a guide to understanding, interpreting and appreciating works of art and architecture. It includes art history, but its fundamental purpose is to help students 'read' a work of art or a building so that they can explain and discuss it in an informed and meaningful way and recognise its significance and the value of its qualities. When we look at works of art and architecture we see a number of elements. In a painting it would be such things as colours, lines and shapes, the way the artist has applied the paint, the size of the painting and so on. These are the formal features and interpret the painting as a result of identifying and deciphering these. The other methodology may be prompted by what we see but is more about the knowledge we already have or seek to have. This concerns the historical, social, cultural, psychological and other circumstances of a work's production and subsequent reception; in other words, the contexts of the work of at or architecture. This unit has been organised so that students can use these two methodologies – formal
	ATL Skills	Communication	Thinking	Thinking	– side by side. Research
	on a start	Interpret and use effectively modes	VIII. Critical thinking	IX. Creative thinking	VII. Media Literacy
		of non-verbal communication Thinking IX Creative Thinking	Practise observing carefully in order to recognise problems	Consider multiple alternatives, including those that might be unlikely or impossible	Seek a range of perspective from multiple and varied sources
5		Generate metaphors and analogies	IX. Creative thinking Apply existing knowledge to generate new ideas, products or processes	Make unexpected or unusual connections between objects and/or ideas Generate metaphors and analogies	Thinking VIII Critical Thinking Gather and organise relevant information to formulate an argument
					Evaluate evidence and arguments
Г	SOI	Modern urban planning relies on innnovative change on how a neighbourhood is presented.	Innovative aesthetics are not restricted by the boundaries of artistic processes.	Creativity carries the expression of individual and cultural values, beliefs, and interpretation.	Symbols and signs play an essential role in aesthetic language and visual culture and can be used to interpret personal and cultural expression.
	Global Context		Scientific and technical innovation:	Personal and cultural expression:	Personal and cultural expression:
		Urban planning	Processes and solutions	belief systems	Language and linguistic systems
\sum			A contraction of the second		
C	Key Concept	Change	Aesthetics	Creativity	Aesthetics
S	Related		Aesthetics Innovation, boundaries	Expression, interpretattion	Interpretation, Visual culture
C	Related Concepts	Change Presentation, Innovation	Innovation, boundaries	Expression, interpretattion	Interpretation, Visual culture
C	Related Concepts MYP	Change Presentation, Innovation A: i, ii, iii	Innovation, boundaries A: i, iii		Interpretation, Visual culture A: i, ii
S	Related Concepts	Change Presentation, Innovation	Innovation, boundaries	Expression, interpretattion A: i, ii, iii	Interpretation, Visual culture

	Subject:		Visua	al Arts	
	Description:	The CISH MYP Visual Arts program	is aligned with the IB MYP Arts frame	ework and the New Brunswick (Canad sses twice per week. Students are of	da) Board of Education's middle and
MYP Year		to take either	Visual Arts or Performing Arts, this u	ips the frequency of the class to 4 tin	nes per week.
	Collaborators: Curriculum		Lucian Stefenascu, Cristina Fish	ner, Catherine Li, and Sean Miller	
	Items	Unit 1	Unit 2	Unit 3	Unit 4
	Assessment Tasks	Formative: Research and study. Using the	Formative: 1. Research and study Drypoint	Formative: 1. Research and study. Students	Formative: 1. Genres & Subjects
		information in the presentation attached start your research on the development of public art in different times and places. Use your sketchbook to record your	and Monoprint. Students will	will research Metaphysical art and Surrealist art movements understanding the context that gave birth to both. They will note the similarities and differences	This study will enable the students to compare and contrast works of art of a common genre, noting points of similarity and difference in relation to both formal and
5		findings and sketch your ideas for your installation artwork in an actual place of your choice. Summative: Based on your sketches create a three-dimensional maquette of an artwork to be displayed in a public place (indoor or outdoor).	What makes drypoint and monoprint different from other printing techniques? What are the advantages and limitations of drypoint and monoprint compared with other printing techniques? Is monotype a painting technique	between these two art movements. Case study: Giorgio de Chirico and Metaphysical Art. Students will formally analyse his painting "The Nostalgia of the Infinite". Case study: Salvador Dali, Rene Magritte and Surrealist Art: Surrealist Impossibilities. Students	interpretational aspects of the works chosen. 2. Materials, Techniques & Processes The second part of the course introduces the various materials, techniques and processes used by artists and architects.
5			or a printing technique? Explain your choice. What are the similarities and differences between monoprint and monotype? Comparing drypoint and monoprint	will formally analyse Dali's painting "The Persistence of Memory" in contrast with Rene Magritte's "The Blank Signature". 2. Sketches and studies. In their sketchbook, students will outline	3. Form, Style & Function The third part of the course introduces the concepts of form and style in relation to painting and sculpture, and form, style and function in relation to architecture.
			techniques which one is better suited to produce a painterly image? Explain your choice. Case study: Albrecht Durer prints. Students will choose one of his drypoint artworks and analyse it	several ideas for a Metaphysical and/or Surrealist painting. Summative: Based on their sketches students will create a Metaphysical and/or Surrealist painting using water-	4. Social & Historical Contexts The fourth part of the course introduces the theme of social and historical contexts and considers how works of art or architecture reflect the times in which they were
5			considering the Formal Elements of Art and the Principles of Design. Case study: Monoprint in Impressionism. Students will study an Impressionist artist of their choice who worked in the technique of monoprint and	based acrylic colours.	made, or were influenced by a particular social or historical event, events or circumstances. 5. Patronage & Status The fifth part of the course will introduce two important and inter-
5			formally analyse one of his artworks. Use your sketchbook for your studies. 2. Sketches and studies. Using		related themes: Patronage The social and cultural status of the artist. 6. Gender, Nationality & Ethnicity
			their sketchbooks, students will take notes and sketch their ideas for a series of drypoint prints (minimum three final ideas). They will consider their final drypoint as a starting point for a series of monoprints.		The last part of the course introduces the important concepts of gender, nationality and ethnicity and considers how they may be significant for interpreting works of painting, sculpture and architecture. Summative:
			 Final print: Drypoint Based on their sketches students will produce a series of monochromatic drypoint prints gradually introducing colour if necessary. Final print: Monoprint & 		The summative assessment will ask students to answer a set of 3 questions related to each part of the course and formally critique artworks of their choice.
			Monotype Based on their sketches and their previously produced drypoint prints, students will create a series of mono and/or polychromatic monoprints.		

MYP Year	Subject:		Perform	ing Arts	
	Description:		program is aligned with the IB MYP A	rts framework and the New Brunswic e is taught in 55 minute classes twice	
				ning Arts, this ups the frequency of th	
	Collaborators:		Jose Correia, Jonny Turvey, Luc	cian Stefanescu and Sean Miller	
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Unit Title	Formal Elements of Music (Dynamics, Pitch, Duration)	The Evolution of Music	An Introduction to Theatre	
-	Duration (weeks)	8	8	18	
י 1	Content	The fundamental building blocks of music are loudness, pitch, duration (or rhythm), tempo, timbre, and reverberation. When combined carefully, they give rise to higher- level concepts such as meter, harmony, melody, and key. Thus, music differs from random sound in the combination of its basic elements and the relations that form between them. Let's briefly define them.	natural selection, the same way species evolve in the natural world. Natural selection refers to Darwin's idea that within a population there is always variation. Some variants are undesirable and go extinct, while others do exceptionally well and thrive, In this unit, students study the evolution of music from the Baroque period to the twentieth century, as well as instruments, pieces and	An entry level course into the world of the theatre. This unit gives students a taste of the art known as Drama.From the History of the Theatre (ancient times - present) to Theatre Cultures and Traditions, toPlay Analysis and Playwriting; finally to Theatre Practice.	
	ATL Skills	Self-Management IV. Affective	vocabulary. Communication Use and interpret a range of	Self-Management IV. Affective	
1		Demonstrate persistence and perseverance	discipline-specific terms and symbols.	Practise strategies to reduce stress and anxiety	
		Practise managing self-talk V. Reflection What did I learn about today?	Research VI. Information literacy skills Collect, record and verify data	Practise positive thinking Practise "bouncing back" after adversity, mistakes and failures	
1		What can I do to become a more efficient and effective learner?	VII. Media literacy skills Compare, contrast and draw connections among (multi)media resources	Practise failing well Practise dealing with disappointment and unmet expectations	
4	SOI	In this unit, students are working on communication and form, discovering and interpreting the structure of music elements, analysing and justifying the argument.	An audience's interpretation of a cultural presentation is dependent on their overall analysis.	The aesthetics of a discipline is informed by genre and presentation.	
	Global Context & Area of Exploration	Personal and Cultural Expression	Personal and Cultural Expression: Analysis and argument	Personal and Cultural Expression: Fields and discipline	
	Key Concept	Communication	Culture	Aesthetics	
	Related Concepts	Genre, Interpretation, Structure	audience, interpretation	genre, presentation	
1	MYP Objectives	A: i, ii, iii B: i, ii, C: i, ii, iii D: i, ii, iii	A: i, ii, iii C: i, ii, iii	A: i, ii, iii B: i, ii, C: i, ii, iii D: i, ii, iii	
	Assessment Tasks	Flip-a-rhythm performance Students need to play a 4/4 rhythm using Djembe, clapping, legs and feet.	Summative: Students demonstrate awareness of the art form studied, including the use of appropriate language, and identify an artistic intention	Theatre traditions investigation Process protfolio cover design Performance and Reflection	
	Unit Title	World Drumming - Music and Community	The Sounds of Instruments	Theatre History	Melodrama: Good versus Evil in an Industrial Age
	Duration (weeks)	9	9	9	9

MYP Year	Subject: Description:	The CISH MYP Performing Arts p		ning Arts rts framework and the New Brunswic	k (Canada) Board of Education's
				e is taught in 55 minute classes twice ning Arts, this ups the frequency of th	
	Collaborators:	Streaming option in grade in		cian Stefanescu and Sean Miller	e class to 4 times per week.
	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4
	Items Content	Percussion instruments are found			
		on every continent and in nearly every society around the world. Percussive traditions have shaped cultures and communities. Many percussion instruments in various countries are related, and therefore, musical evolution can be partially traced back through the instruments themselves and their cultural contexts Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular organisms living together in a specific habitat. Students will work on musical concepts as a large group and then will work on the concepts in solo and small groups. Students will be asked to demonstrate their musical skills, communication	Students will work on musical concepts as a large group and then will work on the concepts in solo and small groups. Students need to demonstrate their musical skills by demonstrating thinking skills, communication skills, self- management and research skills.	Students will investigate prescribed eras in theatre history culminating in a research project that will teach their peers about their era.	An exploration of the genre of Victorian Melodrama for its cultura impact and its depiction of good versus evil.
	ATL Skills	skills, self-management and research skills. Research VI. Information literacy skills	Communication Give and receive meaningful	Communication Negotiate ideas and knowledge	Social Delegate and share responsibility
2		Make connections between various sources of information Use memory techniques to develop long-term memory	feedback Write for different purposes Thinking IX. Creative	with peers and teachers Research VI. Information Literacy Collect, record and verify data	for decision making Take responsibility for one's own actions Self-Management
		Thinking IX. Creative Practice visible thinking strategies	Create original works and ideas; use existing works and ideas in new ways	Make connections between various sources of information	IV. Affective Practice 'bouncing back' after adversity, mistakes, and failures
	SOI	The ritual of expression creates a compositional aesthetic.	An audience motivates creativity in a presentation.	Cultural eras can be defined by genre and style.	The status of a role ina narrative is dependent on perspective.
	Global Context	Personal and cultural expression: Ritual and play	motivation	Orientation in Space and Time: Eras	Identities and relationships: status
	Key Concept	Aesthetic	Creativity	Culture	Perspective
	Related	Composition, Expression	Audience, presentation	Genre, style	Narrative, role
	Concepts				
	MYP Objectives	A: i, ii, iii, C: i, ii, iii	A: i, ii, iii B: i, ii, C: i, ii, iii D: i, ii, iii	A: i, ii, iii	A: i, ii, iii B: i, ii, C: i, ii, iii D: i, ii, iii
	Assessment Tasks	Cultural drumming research project.	Summative: Duet Performance, Students need to choose a partner and song at their choice, create and perform this song in two parts "melody and accompaniment"	Theatrical Eras research presentation	Melodramatic performance.
	Unit Title	Formal Elements of Music Review for Performance	Instruments of the World	Devising and Script Writing	An Introduction to Theatre:
0	Duration	Review for Performance	10	6	Staging a Production 12
	(weeks)				
3	Content	Formal Elements of Music and group performances. Students are reviewing elements of music history such as Duration, Pitch, Dynamics, Tempo, Structure, Texture and Timbre.	In this unit students study and explore various types of instruments from around the world and cultures.	Students will work in groups to devise a short play. The overall theme of the play is loss, though students are free to take that wherever they would like. Prior to working on the plot and script of the short play, l asked students to create a character and a back story for their character. The challenge is then to share their character descriptions with their group and to devise the play together, fitting their characters into the plot. Students will then perform their plays to the other groups and write a reflective piece analysing the difficulties encountered during the devising process and what good came from it as well.	This unit will introduce students to key vocabulary and terms linked with theatre and staging a production. There will also be research and analysis on the history of theatre all over the work and a look into how theatre operates in the world today. The unit will culminate in a production involving all students as actors, directors, stagehands or sounding/lighting engineers. Students will work together and practice their communication and social skills, while also developing their self discipline and management.

MYP Year	Subject: Description:	The CISH MYP Performing Arts r		n <mark>ing Arts</mark> arts framework and the New Brunswic	k (Canada) Board of Education's
		middle and high school Theatre A	rts and Music curriculums. The cours	is taught in 55 minute classes twice ning Arts, this ups the frequency of th	per week. Students are offered a
	Collaborators:			cian Stefanescu and Sean Miller	
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	ATL Skills	Communication	Social	Social	Communication
		Use appropriate forms of writing for different purposes and audiences	Practice empathy Self-Mangement	Take responsibility for one's own actions	Interpret and use effectively mode of non-verbal communication
		Collaborate with peers and experts using a variety of digital	VI. Affective Practice focus and concentratiojn	Thinking IX. Creative Apply existing knowledge to	Social Help others succeed
		environments and media Use and interpret a range of		generate new ideas, products and processes	Self-management IV. Affective Practice focus and concentration
		discipline specifc terms and symbols	-	Create original works and ideas; use existing work and ideas in new ways	
\mathbf{O}	SOI	Language allows for presentations to communicate with an audience.	The principles of composition can be expressed through creativity.	Abstract thinking can help creative compositions define roles.	Personal expression communicates the roles within a structure.
C	Global Context	Personal and cultural expression: Language and linguistic systems	Scientific and technical innovation: Principles and discoveries	Personal and Cultural Expression: Metacognition and abstract thinking	Personal and cultural expression: creation
	Key Concept	Communication	Creativity	Creativity	Communication
	Related Concepts	Audience, Presentation	Composition, Expression	Composition, role	Structure, role
	MYP	A: i, ii, iii	A: i	A: i	A: i, ii, iii
	Objectives	B: i, ii C: i, ii, iii	C: iii D: iii	B: i, ii C: i, ii, iii	B: i, ii C: i, ii, iii
		D: i, ii, iii		D: iii	D: i, ii, iii
	Assessment Tasks	Summative: A: Knowing and understanding C: Thinking creatively, Students have to listen to the audio files and choose one	Summative: D: Responding, Students will plan, rehearse, perform and reflect on their performance of an original rhythm	Students will work in groups to create and reflect on a script	A- tradition research, B- develop theatre techniques. C- development of performance, D- students write a reflection on the
		that identifies the idea of expression.	composition. They will demonstrate criterion C (thinking		process.
		They can choose writing or movement to make your presentation.	creatively) through a written planning sheet.		
		The written option it's to be presented in PPT and live, and created as a poem, text or story.			
	Unit Title	ESSENTIALS OF MUSIC	Devising and Script Writing	Commedia dell' Arte: The Clown	
	Duration	17	4	in us All 15	
	(weeks)				
4	Content	ESSENTIALS OF MUSIC THEORY & PERFORMANCE: Some definitions of the music theory terminology include music notation, pitch, scale, modes,	Devising and script writing in groups, firstly students will create a character, considering a background story. We will then bring together these character	During this unit we introduce students to the history of Commedia Dell'Arte, the stock characters and the common themes of a play under the	
4		rhythm, key signatures, intervals, melody, harmony, chords and chord progressions.	creations and the challenge is to fit them into a devised play of 5-10 minutes. The only direction I gave the students is that the theme of the play is to do with "loss." We can interpret this in several ways, allowing the students to take it any direction they wish, be it dramatic, comedic, surreal. After the short scripts or summaries at least, are	Commedia umbrella. We encourage students to make connections between the stock characters of Commedia and modernised fictional characters and/or real life people. There is a large emphasis on movement and physical theatre and we will assess students through performance, reflection and a short essay. We	
4			complete, students will have time to rehearse and then the groups will perform for each other. We will finally complete a summative reflection in our journals, considering what challenges we had to face during the process. What freedoms and restrictions does devising give us? What are the pros and cons of having a lot of information compared to very little information before we begin	also ask students to consider the status of the characters, the drive behind the actions that the characters take, and the consequences of them. We also explore humour, what makes us laugh and the subjectivity/objectivity of something being funny or not.	
			the devising?		
	ATL Skills	Self-Management IV. Affective	Social Take responsibility for one's own	Social Practice empathy	
		Practice strategies to overcome	actions		
		distractions	Thinking	Take responsibility for one's actions	
		Practice managing self-talk	IX. Creative		
Δ		Practice dealing with change	Apply existing knowledge to generate new ideas, products and processes	Build consensus	

Year	Subject: Description:	middle and high school Theatre A	ts and Music curriculums. The cours	ning Arts rts framework and the New Brunswic e is taught in 55 minute classes twice ning Arts, this ups the frequency of th	
	Collaborators:			cian Stefanescu and Sean Miller	,
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	SOI	Regular practice can achieve the competency needed to express meaning to an audience.	Abstract thinking can help creative compositions define roles.	Motivation can lead to creativity to innovate new genres.	
	Global Context	Personal and cultural expression: practice and competency	Personal and Cultural Expression: Metacognition and abstract	Identities and relationships: Motivation	
	Key Concept	Aesthetic	thinking Creativity	Creativity	
	Related Concepts	Audience, Expression	Composition, role	Genre, Innovation	
	МҮР	A: i, ii, ii	A: i	A: i, ii, ii	
	Objectives	B: i, ii C: i, ii, iii D: i, ii, iii	B: i, ii C: i, ii, iii D: iii	B: i, ii C: i, ii, iii D: i, ii, iii	
	Assessment Tasks	Summative: Students need choose from the four music periods, two of your choice, 5 composers from the music periods, 3 works by each composer. Concert Performance.	Devising and script writing in groups, firstly students will create a character, considering a background story. We will then bring together these character creations and the challenge is to fit them into a devised play of 5-10 minutes. Scenario creation to link up with overlap unit. Performance and reflection to be assessed	TASK 1: Performance (5-10 minutes) B: Using new knowledge to create a performance Show me that you've developed in your performance skills Use acquired drama knowledge to create/perform an original art TASK WRITTEN SUBMISSION A & C: Adapted Fable - Show me what you know A: Using drama terminology in the context of creating theatre include drama vocabulary in written response identify the connections between the art we're creating and it's broader context , how will your acting skills help you to communicate a message? , discuss connections between what we've learned in class, and how that influenced what you've created? What are the different perspectives that can be considered in the creation, Process Journal: how did you explore/expand ideas to create this art? TASK 3: SELF-EVALUATION & REFLECTION D: Responding and Reflecting to Performance and the learning process How does your performance show development from previous experiences? What outside factors influenced the creative process and creation of this performance? Self-evaluation, process outside factors influenced the creative process and creation of this performance? Self-evaluation, process Performance? Self-evaluation, process Publice constity eprocess and creation of this performance? Self-evaluation, process Publices? What outside factors influenced the creative process and creation of	
	Unit Title	Global Performance	World Music	Art & Artifice: Shakespearean	The Screenwriter's Room
	Duration	16	16	Drama 16	10
	(weeks) Content			Students will examine	
	Content	Students will work group performance, cultures around the world and recognize cultural genres.	Students will research and present musical examples around the world	Students will examine Shakespearean drama and generate a performance in the genre.	Students will apply the knowledge they have gained from their years and drama and create and perfor their own play.
	ATL Skills	Communication Collaborate with peers and experts using a variety of digital environments and media Social Exercise leaderships and take on a variety of roles with in groups Self-Management V. Reflection	Communication Use appropriate forms of writing for different purposes and audiences Self-Management III. Organization Create plans to prepare for summative assessments (performances)	Self-Management IV. Affective Practice failing well Thinking VIII. Critical Identify obstacles and challenges	Thinking VIII. Ortitical Create original works and ideas; use existing works and ideas in new ways Practice visible thinking strategie Generate metaphors and analog
		Identify strengths and weaknesses of personal learning strategies (self-assessment)	Thinking X. Transfer Make connections between subject groups and disciplines		
	SOI	Communities create an opportunity for cultural expression to a communal audience.	subject groups and disciplines The diversity and interconnectedness of different cultures allows for the interpretation of different styles.	Genres tell a narrative based on the changes in social histories.	The interpretation of creative art influences audiences.
	Global Context Key Concept	Personal and Cultural Expression: Creation Communities	Globalization and sustainability: Diversity and interconnection Culture	Orientation in space and time: Civilizations and social histories Change	Personal and Cultural Expression Artistry Creativity
			Culture	Tonange	

MYP Year	Subject:	Performing Arts					
	Description:	The CISH MYP Performing Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Theatre Arts and Music curriculums. The course is taught in 55 minute classes twice per week. Students are offered a					
	Collaborators:	streaming option in grade 10 to take either Visual Arts or Performing Arts, this ups the frequency of the class to 4 times per week. Jose Correia, Jonny Turvey, Lucian Stefanescu and Sean Miller					
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4		
5	MYP Objectives Assessment Tasks	Summative: Students need to create, compose and arrange a piece or an act that shows the balance between two points of	A: i, ii, iii B: i, ii C: I, ii, iii Summative: Choose two music groups / ensembles that combine traditional and contemporary instruments.Explain the origin of these groups, the country of origin and explanation of the instruments used	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii Modernizing a scene form MacBeth.	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii Students will apply the knowledge they have gained from their years of drama and create and perform their own play.		

CISH MYP Physical and Health Education VP 2021-2022

MYP Year						
	Collaborators: Curriculum	Unit 1	Owen White, Maria V Unit 2	asilaki and Sean Miller Unit 3	Unit 4	
	Items Unit Title	Common Sports & Wellbeing	Health unit	Aesthetic Movement Unit	Teamwork & Alternative Games	
	Duration	Unit 10	5	10	Unit 10	
	(weeks)					
1	Content	Students will learn the 4 common sports played in multiple countries; Soccer, Basketball, Volleyball and Badminton. Through sport, students will learn how to develop wellbeing in order to promote a healthy life style.	Students will Develop self- concept; Understanding of puberty changes, healthy relationships; Decision making in relationships; Stereotypes and assumptions – impacts and strategies for responding to situations.	Through body movement and expression students will develop body control.	Students will learn vital teamwork skills by overcoming challenges and obstacles related to alternative activities.	
	ATL Skills	Communication	Self-management	Research	Social	
1		Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with peers and teachers	III. Organization skills Managing time and tasks effectively Bring necessary equipment and supplies to class	VI. Information literacy skills Access information to be informed and inform others	Help others succeed Thinking X. Transfer skills Apply skills and knowledge in unfamiliar situations	
1	SOI	Choices and communication balance physical, psychological and social well-being.	Culture, interaction and perspectives are inseparable factors in developing young people.	Personal and cultural expression is influenced by individual perception of space, aesthetic and energy to affect change.	Communication is an important factor to developing adaptation, movement and identities within relationships.	
	Global Context & Area of	Identities and Relationships: Health and Well Being	Fairness & Development: Human capability and development	Personal and Cultural Expression	Identities and Relationships	
	Exploration Key Concept	Commucation	Culture	Aesthetics	Communication	
	Related	Balance, Choice	Interaction and Perspectives	Energy, Space	Adaptation, Movement	
	Concepts MYP Objectives	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii B: ii C: i, ii, iii	B: i, ii D: i, ii, iii	B i, ii C i, ii, iii D i, ii, iii	
	Assessment Tasks	Students will create a wellness poster and they will be assessed in their performance of the sports being taught in class. Self reflection of performance will also be assessed.	The summative tasks will assess students on their interpersonal skills (i.e. behavioural choices) and also on their ability to improve their technique (which should be an indirect cause from their good behaviour).	The research task is related to the origins of capoeira and the different actions that take place in the circle. Students are expected to plan their own movement routine that involves at least one capoeira action.	The assessment task measures a student's ability over the course of the unit. So the student's regular display of skills and strategies allows for their level of performance to be judged.	
	Unit Title	Core Sports, Health & Wellbeing	Health Unit	Aesthetic Movement	Team Building and Leadership	
0	Duration (weeks)	10	5	10	10	
2	Content	Students will explore how a healthy lifestyle has a positive influence in relationships with their peers while developing skills for soccer, volleyball and basketball.	Students will learn about puberty changes (physical and social), gender identity and reproduction.	During this unit students will explore the creativity and self expression of aesthetic movement as well as develop a knowledge and understanding for body movement techniques associated to dancing.	Students will learn to use their creativity while engaging in different types of activities and develop a positive lifestyle approach.	
	ATL Skills	Communication Give and receive meaningful feedback Interpret and use effectively modes of non-verbal communication Thinking X. Transfer skills Apply skills and knowledge in unfamiliar situations	Thinking VIII. Critical Recognise unstated assumptions and bias Interpret data Test generalizations and conclusions	Social Take responsibility for one's own actions Self-management III. Organization Keep and use a weekly planner for assignments V. Reflection skills What can I do to become a more efficient and effective learner? What factors are important for helping me learn well?	Social Exercise leadership and take on a variety of roles within groups	
	SOI	Movement and space can be utilized to develop relationship to	Lifestyle choices affect perspectives, relationships and	Creative movement refines perspectives on the energy used	Teams use creativity to adapt and interact in various environments.	

CISH MYP Physical and Health Education VP 2021-2022

	Subject:		Physical Health	n and Education		
MYP Year	Description:		and Education program is aligned wit ation's middle and high school Healt	ed with the IB MYP Physical health and Education framework and the New I Health and Physical Education curriculum. The course is taught in 55 minute		
MYP Year	Collaborators:	classes twice per week. Owen White, Maria Vasilaki and Sean Miller				
	Curriculum	Unit 1	Unit 2	Unit 3	Unit 4	
	Items					
	Global Context	Fairness and Development: Human capabilities and development	Identities and Relationships: Lifestyle choices, health and well- being	Orientation in Space and Time: exchange and interaction	Identities and Relationships Teams	
	Key Concept	Relationships	Identity	Perspective	Creativity	
	Related	Space, Movement	Perspectives, choice	Energy and Refinement	Adaptation, Interaction	
	Concepts MYP	B i, ii	A: i, ii, iii	B i, ii	A: i, ii, iii	
	Objectives	D , II C i, ii, iii D i, ii, iii	A. I, II, III	C i, ii, iii D i, ii, iii	C: i	
2	Assessment Tasks	Students had to research a drill that they were going to teach to their peers. They had to plan and practice their communication skills in delivering their session.	Students had to form groups and go to the community and explore how if there are gender stereotypes in advertising products and services.	Hip Hop Dance Routine: Interpersonal skills are investigated as requisites for a collaborative and positive class environment. A Hip Hop routine is created to allow students' personal creativity to show, as well as their understanding of the subject to be demonstrated.	Skill Improvement: The summative task assesses a student's ability to take on board information and improve their skills. They can choose what skills they want to enhance and whether they want to improve them/to what degree they want to improve them.	
	Unit Title	Target Games Unit	Health Unit	Aesthetic Movement Routine	Body Mechanics Unit	
	Duration	10	5	10	10	
3	(weaks) Content	Students will explore a variety of target games, focusing on the development of their motor skills.	Students will learn about gender identity, sexual orientation, self- concept, decision making, contraception; relationships and intimacy, Puberty and changes to the human body.	Students will expand upon their movement techniques. They will explore, learn and perform various dance styles around the world. Students will develop their abilities to collaborate and find solutions to various social interaction challenges.	The students will learn to explore their body through various disciplines.	
	ATL Skills	Communication Give and receive meaningful feedback Organize and depict information logically	Thinking VIII. Critical thinking skills Practise observing carefully in order to recognise problems Interpret data Draw reasonable conclusions and generalizations Revise understanding based on even information and puideace	Self-management III. Organization skills Keep an organized and logical system of information files/notebooks	Self-management IV. Affective skills Practise focus and concentration Demonstrate persistence and perseverance	
	SOI	Choosing regular involvement in	new information and evidence People create balanced systems	Perspective impacts how societies	Difference and inclusion can help	
	301	activities can lead to a way of life that encourages the rapid development of skills.	as they work towards developing personal identity and intimate relationships.	orient themselves within an aesthetic movement routine.	the function of a movement form through refinement of technique.	
	Global Context	Personal and Cultural Expression:	Identities and Relationships	Orientation in Space and time:	Fairness and Development	
		philosophies and ways of life		duration	Difference and inclusion	
	Key Concept	Development	Systems	Aesthetics	Form	
	Related	Choice	Balance	Movement, Perspectives	Function, Refinement	
	Concepts MYP	A: i, ii, iii	A: i, ii, iii	B: i, ii	A: i, ii, iii	
	Objectives	B: i, ii C: i, ii, iii D: i, ii, iii	, u , n, n	C: i, ii, iii D: i, ii, iii	C: i, ii, iii	
3	Assessment Tasks	Creating target games, developing a game by using the feedback received from classmates.	Interviewing an adult on abuse. Students will make arrangements to interview an adult. They will form questions, and arrange details of the interview. They will have to make a summary of the information the collected from the interviewee.	Students are going to create a modern dance choreography and perform in class.	Students will learn how to run sprints and mid distances and they will set individual SMART goals and work towards these goals.	
	Unit Title	Invasion Games and Leadership	Health Unit	Aesthetic Movement	Using Sport to Build Resilence to	
	Duration	10	8	8	Stress 10	
	(weeks)			-		
4	Content	Students will develop their cooperation skills and abilities to work as part of a team by learning and practicing various team sports.	Students will learn how to use sexual health awareness in order to develop a safe environment for self and others. Skills learned in this unit will be transferable to relationship building in sport.	Students will expand on their movement techniques. They will explore, learn and perform various dance styles around the world. Students will develop their abilities to collaborate and find solutions to various social interactions challenges.	Students will learn the benefits of physical activity with developing positive ways to combat stress. They will be able to recognize different types and stress and how to use various stressors to their advantage.	
	ATL Skills	Communication	Thinking	Self-management	Thinking	
4		Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with peers and teachers	VIII. Critical thinking Evaluate and manage risk	Ili. Organization skills Create plans to prepare for summative assessments (examinations and performances)	VIII. Critical thinking Identify obstacles and challenges Troubleshoot systems and applications	
Λ				Thinking IX. Creative Apply existing knowledge to generate new ideas, products or processes		

CISH MYP Physical and Health Education VP 2021-2022

MYP Year	Subject: Description:		nd Education program is aligned wit ation's middle and high school Healt classes twic	n and Education h the IB MYP Physical health and Ed th and Physical Education curriculum ce per week.	
	Collaborators: Curriculum Items	Unit 1	Owen White, Maria Va Unit 2	asilaki and Sean Miller Unit 3	Unit 4
4	SOI	Distinct adaptations in space affect the change necessary for success in competitions and cooperation.	Social development occurs through interactions, relationships and understanding other perspectives.	The artistic aesthetic of movement relies on the specific environment.	Changing how to cope with stress is a choice for gaining a better perspective on health and well- being.
	Global Context	Identity and Relationships Competition and cooperation	Identities and relationships: physical, psycological and social development	Personal and cultural expression: Artistry	Identities and relationships: Health and well-being
	Key Concept Related	Change Adaptation, Space	Relationships Interaction, perspectives	Aesthetic Environment, Movement	Change Choice, Perspectives
	Concepts MYP	A i, ii, iii	A ii, iii	A i, ii, iii	A i, ii, iii
1	Objectives	A , , , , , , , , , , , , , , , , , , ,	C i, ii, iii	B i, ii C i, ii, iii D i , ii, iii	B i, ii
	Assessment Tasks	Invasion Games and Leadership	Health Comic / Short Story	Performance/Dance	Coping with stress
4		Students partaking in a changing variety of games and activities will help build their identity and relationships.	 Create a story Comic or a short story a. short story must have pictures and visuals that support your story b. Should show the progress of a healthy relationship. Story must have a problem that transitions to a positive solution c. Must have at least 8 story boxes. d. You must show your knowledge in this course. i. Have at least 3 big ideas in the story i. Example: Consent, permission, safety, trust, STF's, social interaction Scenes relate to the topic, Healthy Relationships 	Students will have to plan and execute an aesthetic movement routine. They will also be tasked with writing a final evaluation based on their performance.	The students will investigate how utilizing different coping measures (for stress) can help improve our health and well-being.
			3. The story shows your understanding and your ideas are presented clearly		
	Unit Title Duration	Sports Education Model 10	Health Unit 10	Aesthetic Movement Routine	Invasion Games and Training 10
5	(weeks) Content	This course introduces students to a variety of sports and how they are taught. Students are challenged to research, study, and teach a set of technical skills to an audience.	Students will learn about appropriate decision making, communication, intimacy, misconceptions related to sexuality, and the effects of relationships on self and others.	Students will expand upon their movement techniques. They will explore, learn and perform various dance styles around the world. Students will develop their abilities to collaborate and find solutions various social interaction challenges.	Students will learn how to develop their own training programs by studying the main components to fitness. They will incorporate Nutrition and diet in the program and learn how to find the foods that have the nutrition components they are looking for.
	ATL Skills	Communication Use a variety of speaking techniques to communicate with a variety of audiences Self-management: III. Organization skills Create plans to prepare for summative assessments	Social II. Collaboration take responsibility for one's own actions Listen actively to other perspectives and ideas	Self-management: III. Organization skills Keep an organised and logical system of information files/notebooks IV. Affective Practice positive thinking	Communication Use a variety of speaking techniques to communicate with a variety of audiences Self-management III. Organization skills Set goals that are challenging and realistic
5		(examinations and performances) V. Reflection skills Identify strengths and weaknesses of personal learning strategies (self-assessment)			
	SOI	A refinement of methods helt to develop effective systems.	The status of a relationship's energy is dependent on the environment.	Identity, interests and choices, can all be displayed through the changing movements of an aesthetic routine.	A positive approach towards training systems is a key function for changing to a healthy lifestyle.
	Global Context	Scientific and technical innovation: Methods	Identities and Relationships: Status	Identities and Relationships: Identity formation	Identities and relationships Health and well-being, Lifestyle choices
	Key Concept Related	Development Systems, Refinement	Relationships Energy, Environment	Aesthetic Choice, Movement	Change Function, Systems
	Concepts MYP Objectives	A i, ii, iii B i, ii	A: ii, iii B: i, ii	A i, ii, iii B i, ii	A i, ii, iii D i, ii, iii
5	Assessment Tasks	C i, ii, iii D i, ii, iii Students will be assessed on their ability to carry out roles in a team environment. They will need to choose and display key interpersonal skills in order to carry out their role effectively. They will also be assessed on their involvement, participation, and skill development in the sport of soccer. They will have to analyse their performance.	C: i, ii, iii The selection and acknowledgement of good behaviours will help students recognize the importance these play as they will also have to actively demonstrate them. This will also have a direct effect on their ability to perform.	C i, ii, iii D i, ii, iii Students will have to plan and execute an aesthetic movement routine. They will also be tasked with writing a final evaluation based on their performance.	The summative tasks require students to plan a training and nutrition program based on the types of training used to improve different types of physical fitness. The students will also get a chance to justify and evaluate their program.