

CISH MYP Mathematics VP 2021-2022

MYP Year	Subject		Mathematics							
	Description		The CISH MYP Math program is aligned with the IB MYP Math framework and the New Brunswick (Canada) Board of Education's middle and high school Mathematics curriculum. The content has been pushed down a grade level (for example New Brunswick's grade 7 content is being taught in grade 6). The course is taught in 55 minute classes 5 times per week.							
	Contributors		Devin Bertha, Matthew Taylor, Sarah K. Stansbury, Yasmeen, Adem Hossain, Hoque Momen and Seth Miller							
Assessment/Qualification Levels		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
2	Assessment Tasks	Unit test (Summative) Creating a Math poster	Algebraic expressions and equations	Volume and Surface area of 3D shapes A huge amount of resources goes into the packaging of products that people buy every day. Consumers need to make wise choices about the products 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 packaging solutions that minimize wasted space and resources used. To insure sustainability through packaging, the health, safety and environmental effects of products must be monitored throughout their life cycle, beginning with consumer needs, through the sourcing of raw materials and, finally, the engineering and design of the product. Let's pack it in! In an effort to be more environmentally conscious, one soup-manufacturing company is reducing the amount of cardboard they use in packaging of cans as well as the space needed when shipping the cans. The soup-manufacturing company has hired you to take a look at their current packaging design and asked you to assess it. They are also considering repackaging their soup cans into a different shaped box, however they do not know if this will save space and cost efficient yet. Your job is to compare both designs and come up with the best solution to the problem. Should the company stick with the new design or the old design? This unit you have acquired the following skills in order to complete this assignment: Calculate areas and perimeters of different polygons Calculate surface area of 3D polygons Calculate volume of 3D polygons The use of calculators and your notebooks is allowed. Unit test	Games Day: Students will be having a Games Day in a few of their upcoming classes, where all of the games that are created and played by the students in their class.	Unit 4	Unit 5	1. Female workforce analysis (formative) 2. How can you make a difference (summative)	Trigonometry shadow investigation	
3	Unit Title	Unit 1: Justifying Equivalence (Algebraic Expressions/Equations and Index Laws)	Unit 2: Linear Relationships	Unit 3: 3D Shapes & Design	Unit 4: Triangles & Introduction to Basic Trigonometry	Unit 5: Data Analysis and Probability				
	Duration (week)	6	8	8	7	6				
	Content	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.	Constructing graphs from equations allows students to visualize linear relationships. When the ordered pairs resulting from a linear relation are graphed on a coordinate plane they fall along a straight line. Many resources will show continuous data graphs displayed as though they are discrete (no points connected). For example, any graph with time on the horizontal axis is actually displaying continuous data. The analysis of graphs should include creating stories that describe the relationship depicted and constructing graphs based on a story which involves changes in related quantities. For example, as the temperature rises, the number of people at the beach increases. When students are describing a relationship in a graph they should use language 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 equation if the equation has been provided. Students need to be able to transition between given information.	The study of geometry and trigonometry enhances students' spatial awareness and provides them with the tools for analyzing, measuring and transforming geometric quantities in two and three dimensions. • Volume and Surface Area of 3D shapes • Understand and apply the three trigonometric ratios • Find the length of a side using one of the three trigonometric ratios • Find the size of an angle using one of the three trigonometric ratios • Understand what is meant by angles of elevation and depression • 3D problems involving pythagoras.	How can you predict the outcome of future events? How do you know which type of graph to use when displaying data? Sampling, Probability of Simple events, Probability of compound events, Fundamental Counting Principle, Permutations, Making predictions, Random Sampling activity, misleading graphs and statistics, select an appropriate display Central Tendency, Displaying Data, and Scatter Plots/ Residuals.	In this unit, we will... Find out how to calculate simple probabilities. Explore different ways to visualise outcomes. Take action by putting risk into perspective for those who don't take the time to look into it. Define data as categorical or numerical continuous or discrete and identify examples of where data is used. Interpret frequency tables, column graphs, dot plot, and frequency histograms. Find the mean and median from a data set and from a frequency table. Create and interpret a Cumulative Data graph. Find the range and the interquartile 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 organize it in a spreadsheet to construct graphs and analysis my findings.				
	ATL Skills	Communication Negotiate ideas and knowledge with peers and teachers Understand and use mathematical notation Organize and depict information logically	Communication Negotiate ideas and knowledge with peers and teachers Social Help others succeed Thinking VIII. Critical Thinking Identifying obstacles and challenges	Social Listen actively to other perspectives and ideas Thinking IX. Creative Thinking Make guesses, ask "what if" questions and generate testable hypotheses X. Transfer Combine knowledge, understanding and skills to create products and solutions	Self-Management 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 Collect and analyse data to identify solutions and make informed decisions	Social Build consensus Research VII. Media Literacy Understand the impact of media representations and modes of presentation Thinking VIII. Critical Thinking Recognize unstated assumption and bias				
	IBL	Understanding the relationship and the processes of equivalence and simplification presents methods for problem-solving.	Representing patterns of change as relationships can help determine the impact of human decision-making on the environment.	Generalizing relationships between measurements can help analyze and create products, processes and solutions.	Models allow for the discovery of the form and space of shapes.	An understanding of how models represent data allows for a logical and critical evaluation of data-driven decision-making.				
	Global Context	Scientific and technical innovation: Methods	Globalization and sustainability: Human impact on the environment	Scientific and technical innovation: Products, processes and solutions	Scientific and technical innovation: Principles and discoveries	Globalization and sustainability: data-driven decision-making				
	Key Concept	Relationships	Relationships	Relationships	Form	Logic				
	Related Concepts	Equivalence, simplification	Change, patterns	Generalization, measurement	Models, Space	Models, Representation				
	MYP Objectives	A: I, II, III B: I, II, III	C: I, II, III, IV, V D: 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, V	A: I, II B: I, II C: I, II D: I, II, III, IV, V	C: V D: II				

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MYP Year	Subject		Mathematics						
	Description	The CISH MYP Math program is aligned with the IB MYP Math framework and the New Brunswick (Canada) Board of Education's middle and high school Mathematics curriculum. The content has been pushed down a grade level (for example New Brunswick's grade 7 content is being taught in grade 6). The course is taught in 55 minute classes 5 times per week.							
	Submissions (weeks)	Deves Bethwa, Matthew Taylor, Ashish Li, Shamasaz Yacoubzadeh, Adem Hekmatizadeh, Hoque Memonov and Seem Miller							
	Submissions (weeks)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3	3	<p>Assessment Tasks</p> <p>Unit Test (criterion A)</p> <p>In this task, students will answer a wide range of questions, from simple to complex to challenging (in both familiar and unfamiliar situations), all related to the use of numbers in different forms. Students will classify numbers, represent decimals as fractions, simplify algebraic expressions, perform operations with numbers written in scientific notation and solve real-life problems. The test will be done individually in class during one period. Investigation: Product Rule (criterion B)</p> <p>In this task, students will develop one of the Laws of Indices/Exponents that is so crucial to the development of the rest of the content in the unit (and mathematics). They will be given many expressions that involve multiplying powers of the same base (e.g. 23×24). After expanding and multiplying, they will look for a pattern that could help them multiply the expressions without expanding. The investigation will be done during one class period under test conditions.</p>	<p>Unit Test</p> <p>Challenges of feeding a growing planet Project</p>	<p>Designing a Heat Bag. Unit Test</p>	<p>Unit Test</p> <p>Investigation: Distance Formula (criterion B)</p> <p>In this task, students will generalize the relationship between the coordinates of two points and the lengths of their sides in</p> <p>Architecture Project. Unit Test: (criterion A)</p> <p>In this task, students will answer a wide range of questions, from simple to complex to challenging (in both familiar and unfamiliar situations), all related to the relationships that are generalized between measurements. Students will solve problems related to similar triangles, the Pythagorean theorem, distance between points, and the three fundamental trigonometric ratios. The test will be done individually in class during one period. Students will have access to a calculator.</p> <p>Investigation: Distance Formula (criterion B)</p> <p>In this task, students will generalize 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 period, under test conditions.</p>	<p>Statistics Project: Height vs Shoe Length</p>			
4	4	<p>Unit Title</p> <p>Unit 1: Simplifying is a change for the better</p> <p>Duration (weeks)</p> <p>6</p> <p>Content</p> <p>This unit will explore the amazing discoveries associated with different types of numbers, which can be organized into different types of expressions.</p>	<p>Unit 2: A model of equality</p> <p>6</p> <p>In this unit, in order to understand the importance of solving linear equations the student must formulate factual, logical, conceptual and debatable questions.</p> <p>They are going to explore how to: recognize and evaluate the distance and midpoint formula as examples of previous learned topics and apply those formulas to find distances and midpoints.</p> <p>determine the relationship between parallel and perpendicular lines and their gradients.</p> <p>determine if lines are parallel, perpendicular, or neither from their gradient; use that information in solving geometric problems on the Cartesian plane.</p> <p>identify an equation of a line as gradient-intercept form or general form and convert general form into gradient-intercept form.</p> <p>interpret and use effectively modes of non-verbal communication to graph solutions of an equation of a line when given in gradient-intercept or general form.</p> <p>find an equation of a line from its graph.</p> <p>organize, plan and construct a poster to show my understanding of a constant changing world around us.</p> <p>select appropriate strategies in solving linear equations and verify the solution.</p> <p>simplify and solve rational equations by organizing and depicting information logically.</p> <p>translate word problems and propose and evaluate a variety of solutions.</p> <p>investigate patterns in operations with inequalities and draw reasonable conclusions and generalizations.</p> <p>In the end of the unit students are able to negotiate ideas and knowledge of topics with peers and teachers to prepare for an assessment.</p>	<p>Unit 3: Parabolic Parabolas</p> <p>6</p> <p>In this unit, students will learn how to:</p> <ul style="list-style-type: none"> Factorizing quadratic expressions, where the coefficient of x^2 is 1, including the difference of two squares Factorizing quadratic expressions where the coefficient of x^2 is not 1 Finding the axis of symmetry and vertex of a quadratic function Expressing a quadratic function in three different forms: standard, factored and vertex Finding a quadratic function given three distinct points on its graph Finding a function to model a real-life parabola Understanding how many unique points define an object in a given dimension of space Solving quadratic equations algebraically and graphically Solving real-life problems by creating and using quadratic models 	<p>Unit 4: Similarity & Well-roundedness</p> <p>6</p> <p>In this unit, students will explore Circle theorem includes the concept of tangents, sectors, angles, the chord of a circle and proofs.</p> <p>Students will come across the basics of circles. Here, we will learn different theorems based on the circle's chord. The theorems will be based on these topics:</p> <ul style="list-style-type: none"> Angle Subtended by a Chord at a Point The perpendicular from the Centre to a Chord Equal Chords and their Distances from the Centre Angle Subtended by an Arc of a Circle Cyclic Quadrilaterals. Circle Theorems and Proofs: <p>Theorem 1: "Two equal chords of a circle subtend equal angles at the centre of the circle."</p> <p>Converse of Theorem 1: "If two angles subtended at the center by two chords are equal, then the chords are of equal length."</p> <p>Theorem 2: "The perpendicular to a chord bisects the chord if drawn from the centre of the circle."</p> <p>Converse of Theorem 2: "A straight line passing through the centre of a circle to bisect a chord is perpendicular to the chord."</p> <p>Theorem 3: "Equal chords of a circle are equidistant (equal distance) from the centre of the circle."</p> <p>Converse of Theorem 3: "Chords of a circle, which are at equal distances from the centre are equal in length, is also true."</p> <p>Theorem 4: "Measure of angles subtended to any point on the circumference of the circle from the same arc is equal to half of the angle subtended at the center by the same arc."</p> <p>Theorem 5: "The opposite angles in a cyclic quadrilateral are supplementary."</p>	<p>Unit 5 From Measuring Triangles to Modelling Periodic Phenomena</p> <p>6</p> <p>Students investigate Pythagoras' Theorem and its application to solve simple problems involving right-angled triangles.</p> <p>Students use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles.</p> <p>Students apply trigonometry to solve right-angled triangle problems.</p> <p>Our natural and built environments provide multiple practical and real-life contexts for students to personalise, connect and apply their learning. Architectural applications and 'the knotted rope' example, demonstrate the power and simplicity of these geometrical concepts.</p>	<p>Unit 6: What are the chances?</p> <p>6</p> <p>In this unit students will use their knowledge of representing different sample spaces to develop axiomatic probability systems. They will begin by understanding the purpose and necessity for probability and how they can apply it to real-life situations. After introducing probability systems they should be able to determine outcomes based on their knowledge and consequently make good choices when faced with lifestyle decisions.</p>		
4	4	<p>ATL Skills</p> <p>Communication Organize and depict information logically</p> <p>Thinking VIII. Critical Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding</p> <p>Use models and simulations to explore complex systems and issues</p>	<p>Communication Organize and depict information logically</p> <p>Thinking Transfer Apply skills and knowledge in unfamiliar situations.</p> <p>Thinking IX. Creative Apply existing knowledge to generate new ideas, products and processes</p>	<p>Social Use social media networks appropriately to build and develop relationships</p> <p>Take responsibilities for one's own actions</p> <p>Thinking IX. Creative Apply existing knowledge to generate new ideas, products and processes</p>	<p>Thinking VIII. Critical Draw reasonable conclusions and generalizations</p> <p>Test generalizations and conclusions</p> <p>IX. Creative Make unexpected or unusual connections between objects and/or ideas</p> <p>Practice flexible thinking - develop multiple opposing, contradictory and complementary arguments</p>	<p>Communication Make inferences and draw conclusions</p> <p>Understand and use mathematical notation</p>			
4	4	<p>IBL</p> <p>Changing to angified forms can help with analyzing the effects of consumption and conservation.</p>	<p>Modeling patterns contribute to understanding relationships in the world.</p>	<p>Representing patterns with equivalent forms can lead to better systems and models.</p>	<p>Logic can validate generalizations that improves appreciation for beauty and artistry</p>	<p>Generating relationships between quantities and models can lead to better processes and solutions.</p>	<p>Understanding well-being through logical representations and systems results in healthier choices.</p>		
4	4	<p>Global Contexts</p> <p>Globalization and sustainability: Consumption, conservation</p>	<p>Scientific & technical innovation: Modes</p>	<p>Scientific & technical innovation: Systems</p>	<p>Personal and cultural expression: artistry, beauty</p>	<p>Scientific and technical innovation: processes and solutions</p>	<p>Identifies and relationships: Health and well-being</p>		
4	4	<p>Key Concept</p> <p>Form</p>	<p>Relationships</p>	<p>Form</p>	<p>Logic</p>	<p>Relationships</p>	<p>Logic</p>		
4	4	<p>Related Concepts</p> <p>Simplification, Change</p>	<p>Modes, patterns</p>	<p>Equivalence, patterns</p>	<p>Generalizations, validity</p>	<p>Models, quantity</p>	<p>Representation, Systems</p>		
4	4	<p>MYP Objectives</p> <p>C: I, II, III, IV, V D: I, II, III, IV, V</p>	<p>A: I, II, III B: I, II, III</p>	<p>B: I, II, III D: I, II, III, IV, V</p>	<p>B: I, II, III C: I, II, III, IV, V</p>	<p>A: I, II, III B: I, II, III</p>	<p>C: I, II, III, IV, V D: I, II, III, IV, V</p>		
4	4	<p>Assessment Tasks</p> <p>"Design a processor" Oxford MYP 4.</p> <p>Unit test</p>	<p>The assessment task will investigate patterns in real-world scenarios, such as distance travelled over time or the mass of items compared to the price at which they are sold. These relationships will be explored in order to accurately interpolate and extrapolate data.</p> <p>Unit test</p>	<p>Parabolic trajectories from real-life data.</p> <p>Graphs of Quadratic Function Investigation</p> <p>Unit test</p>	<p>Origami Layout project</p> <p>Unit test</p>	<p>"Inaccessible Heights" real-world activity</p> <p>How would you find the height of a tree? You could climb to the top to measure it, but that would not be either safe or practical. How can 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 should fly. In this activity you will measure the heights of various objects using a single clinometer and trigonometric ratios.</p>	<p>Nutrition journal and analytics</p>		
5	5	<p>Unit Title</p> <p>Exponentiation & Expansion</p> <p>Duration (weeks)</p> <p>6</p>	<p>Investigating & Modelling Patterns</p> <p>6</p>	<p>Basic Trigonometry & Geometry</p> <p>6</p>	<p>Representing the World Around Us</p> <p>6</p>	<p>Bottle Rocketry (DP transition unit - IDU with Science)</p> <p>8</p>			

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Description		The CISH MYP Math program is aligned with the IB MYP Math framework and the New Brunswick (Canada) Board of Education's middle and high school Mathematics curriculum. The content has been pushed down a grade level (for example New Brunswick's grade 7 content is being taught in grade 6). The course is taught in 55 minute classes 5 times per week.								
Collaborative Learning		Derek Bertha, Matthew Taylor, Sarah Li, Stanislaw Yarcoszewski, Adam Klempner, Volgar Mendenso and Sean Miller								
Collaborative Learning		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
5	Content	Students will explore the laws of indices and algebraic expansions of both binomial and trinomial expressions. They will tasked with thinking critically about space and orientation as they manipulate 3-dimensional objects.	The unit will review & extend the students understanding of and connections with patterns. Moving from arithmetic and geometric sequences to series and their applications. They will investigate and analyse differing forms of representation, description & how these are generalised. They will then examine how this can be applied to the world around them	Introduction to basic properties of circles and triangles will be the main focus of this unit. This unit acts as a precursor to trigonometry units in the diploma programme.	Mathematical functions can represent many situations. These allow us then to study relationships between the variables involved. From these we can make inferences & predictions.	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.				
	ATL Skills	Thinking VIII. Critical thinking skills Formulate factual, topical, conceptual and debatable questions IX. Creative thinking skills Make unexpected or unusual connections between objects and/or ideas	Communication Use a variety of media to communicate with a variety of audiences Thinking IX. Creative thinking Use brainstorming and visual diagrams to generate new ideas and insights	Social give and receive meaningful feedback Research VI. Information Literacy process data and report results	Thinking VIII. Critical gather and organize relevant information to formulate an argument identify trends and forecast possibilities.	Social Delegate and share responsibility for decision making Thinking VIII. Critical Thinking Interpret data				
	SOI	Representation can model the form of physical objects in order to better understand their spatial orientation and design	Generalising change in patterns can aid models for financial investments.	Form(nangulation) can be used to establish a scale representation of a pilgrimage.	Models of relationships can validate the decisions that are made.	The relationships observed amongst data models can be used to both approximate and interpret results for scientific engineering in movement.				
	Global Contexts	Orientation in space and time	Scientific & technical innovation: Models	Orientation in space and time: Scale, pilgrimage	Globalisation & Sustainability: data-driven decision-making	Scientific and technical innovation: industrialization and engineering				
	Key Concept	Form	Change	Form	Relationships	Relationships				
	Related Concepts	Representation, Space	Generalisations, patterns	models, representation	models, validity	Math: Approximation, Models, Science: Models, Movement				
5	MYP Objectives	A: I, II, III B: I, II, III	A: I, II, III B: I, II, III C: I, II, III, IV, V D: I, II, III, IV, V	A: I, II, III C: I, II, III, IV, V D: I, II, III, IV, V	B: I, II, III C: I, II, III, IV, V D: I, II, III, IV, V	IDU: A, B, C Math: B, D Science: B, C				
	Assessment Tasks	Investigation Dimensional Analysis Quiz	Investigating infinite surds. Sequences & series test	Applications to Trigonometry project.	Investigating the real world applications of Euler's number. Transformation of exponential graphs, poster, exponentials & logarithm test	1. Designing and building a water-bottle rocket 2. Presentation of Launch				

CISH MYP Sciences VP 2021-2022

MYP Year	Subject:	Sciences			
	Description:	The CISH MYP Science program is aligned with the IB MYP Science framework and the New Brunswick (Canada) Board of Education's middle and high school Science curriculum. The course is taught in 55 minute classes 4 times per week.			
	Collaborators:	Marina Baltikian, Heather Exum, Adam Richards, Nick Smith, Devon Bobowski, Luke Bonham, and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
1	Unit Title	Diversity of Life	Electricity	Flight (IDU in development with Design)	Space
	Duration (weeks)	8	8	10	10
	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.	Description: Students 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 Structure information in summaries, essays and reports Self-Management V. Reflection Develop new skills, techniques and strategies for strong learning Thinking VIII. Critical Thinking Draw reasonable conclusions and generalizations	Research Information Literacy Collect, record and verify data Thinking VIII. Critical Thinking Practice observing carefully in order to recognise problems Use models and simulations to explore complex systems and issues	Communication Organize and depict information logically Self-Management III. Organization Plan strategies and take action to achieve personal and academic goals Thinking VIII. Critical Thinking Interpret data Test generalisations and conclusions	Communication Organize and depict information logically Self-Management III. Organization Select and use technology effectively and productively V. Reflection: Consider ethical, cultural and environmental implications
	SOI	Models are used to classify the relationships of nature and its diverse and interconnected environments.	Energy has helped change the world through the development of cool new products.	Innovation in form leads to turning points that change interactions with technology	The development of models and 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
	MYP Objectives	A: i, ii, iii	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv, v Cross unit Generator PBL: D: i, ii, iii, iv	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv, v	D: i, ii, iii, iv
	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. 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.	Research project where students select a tool or technology and describe what it is and how it has impacted science.
2	Unit Title	Energy and Heat	Earth's Crust and Chemical Interactions	Interaction Within Ecosystems	Mixtures and Solutions
	Duration (weeks)	9	10	8	10

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	Description:	The CISH MYP Science program is aligned with the IB MYP Science framework and the New Brunswick (Canada) Board of Education's middle and high school Science curriculum. The course is taught in 55 minute classes 4 times per week.				
	Collaborators:	Marina Baltikian, Heather Exum, Adam Richards, Nick Smith, Devon Bobowski, Luke Bonham, and Sean Miller				
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4		
2	Content	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 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.	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.	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 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.	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 and how separations of solutions are important in water and it's scarcity.	
	ATL Skills	Self-management: III. Organization skills Set goals that are challenging and realistic V. Reflection skills Consider content (What did I learn today?, What don't I yet understand?, What questions do I have now?) Thinking IX. Creative Create novel solutions to authentic problems	Communication Give and receive meaningful feedback Research VI. Information literacy skills Identify primary and secondary sources VII. Media literacy skills Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)	Communication Use appropriate forms of writing for different purposes and audiences Social Make fair and equitable decisions Research VII. Media literacy Compare, contrast and draw connections among media resources	Communication Make inferences and draw conclusions Use and interpret a range of discipline-specific terms and symbols Self-management III. Organization Use appropriate strategies for organizing complex information	
	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	Systems	Change	Systems	Change	
	Related Concepts	Transform, Balance	Evidence, Interaction	Interactions, Consequences	Consequences, Interaction	
	MYP Objectives	B: i, ii, iii, iv C: i, ii, iii, iv, v	A i, ii, iii D: i, ii, iii, iv	A i, ii, iii D: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii, iv, v	
	Assessment Tasks	Students will design their own experiment, exploring some topic related to the unit. They will first develop a written proposal that describes the experiment, including clearly identifying all variables: independent, dependent, and constant. 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 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.	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. Students will also take a test over Earth's Crust.	Research project: Students will 'discover' a new species. They must classify it, write about the ecosystem it lives in and it's specific adaptations.	Lab: Rate of Dissolving- students will conduct and an experiment about the rate of dissolving solutes.	
	3	Unit Title	Water Systems of Earth	Health: Building a Balanced Body	Fluids (IDU with Design)	Optics
		Duration (weeks)	8	9	10	10
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 healthy choices that they can make in their day-to-day lives.	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 look at the relationship between force, area and pressure.	Students will learn about the properties of light, the laws of reflection. They will learn about the EM spectrum and its properties. They will compare and contrast compression waves and transverse waves and their properties. They will apply these properties to various situations and look at how modern technology uses different parts of the EM spectrum.	


CISH MYP Sciences VP 2021-2022

MYP Year	Subject:	Sciences			
	Description:	The CISH MYP Science program is aligned with the IB MYP Science framework and the New Brunswick (Canada) Board of Education's middle and high school Science curriculum. The course is taught in 55 minute classes 4 times per week.			
	Collaborators:	Marina Baltikian, Heather Exum, Adam Richards, Nick Smith, Devon Bobowski, Luke Bonham, and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
3	ATL Skills	Communication skills Negotiate ideas and knowledge with peers and teachers Research VI. Information literacy Make connections between various sources of information VII. Media literacy Seek a range of perspectives from multiple and varied sources	Communication Find information for disciplinary and interdisciplinary inquiries, using a variety of media Thinking VIII. Critical Interpret data Evaluate evidence and arguments	Social II. Collaboration skills Delegate and share responsibility for decision-making Self-management III. Organization Set goals that are challenging and realistic Thinking IX. Creative Create novel solutions to authentic problems	Communication Paraphrase accurately and concisely Structure information in summaries, essays and reports Thinking X. Transfer Apply skills and knowledge in unfamiliar situations
	SOI	The consequences of human systems can have a disparate impact on the environment.	Balanced systems of nature can adapt to support life.	Form and function develop through collaborative adaptation.	Major discoveries have been developed through interaction and evidence.
	Global Context	Fairness and Development: ecology and disparate impact.	Identities and Relationship: human nature and human dignity	Scientific and Technical Innovation: adaptation	Scientific and Technical Innovation: Principles and discoveries.
	Key Concept	Systems	Systems	Development	Development
	Related Concepts	environment, consequences	adaptation, balance	Science: form, function Design: collaboration, form	evidence, interaction
	MYP Objectives	B: ii, iii, iv C: i, ii, iii, iv, v D: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii, iv, v	A: i B: i, ii, iii, iv C: i, ii, iii, iv	A: i, ii, iii, D: i, ii, iii, iv
	Assessment Tasks	PSA about Plastic in the Ocean. Test	Body Systems Lab	Boat model Lab	Research paper about new technology from the Innovation Center. Test
4	Unit Title	Reproduction	Atoms and Elements	Electricity	Space the Final Frontier: Let's Explore Mars (Science & Design IDU)
	Duration (weeks)	9	8	8	10
	Content	1. This Unit also includes Laboratory Safety (1 week) Cellular Reproduction: The focus is the role of the Nucleus in the Cell, DNA, Sexual and Asexual Reproduction (cell division), what happens when things go wrong and Assistive Technologies for reproduction. The function of the Nucleus within the cell, overview of proteins from DNA. Mutations, single nucleotide substitution, addition or deletion. The cell cycle and mitosis, asexual reproduction. Meiosis, sexual reproduction sexual reproductive technologies There is a lot of reading in this unit and students need to keep on top of the reading and note taking.	Laboratory safety. Investigating matter, three phases and phase transitions. Atomic theory, the structure of the Atom and sub atomic particles. The elements and the periodic table. Chemical properties. Elements and compounds, covalent bonding, ionic bonding. Chemical nomenclature. Physical and chemical changes.	Static charges, electron transfers and electric forces. Ohm's law, electrical potential energy and voltage. Electric current, resistance and Ohm's Law. Simple circuits, serial and parallel. Electrical Power and distribution.	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. 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.
	ATL Skills	Communication Negotiate ideas and knowledge with peers and teachers Research VI. Information literacy Make connections between various sources of information VII. Media literacy Seek a range of perspectives from multiple and varied sources	Communication Make effective summary notes for studying. Thinking IX. Creative Practice visible thinking strategies and techniques Consider multiple alternatives, including those that might be unlikely or impossible	Communication Structure information in summaries, essays and reports Research VI. Information Literacy Process data and Report results Thinking VIII. Critical Thinking Test generalizations and conclusions	Research VI. Information literacy: Present information in a variety of formats and platforms Collect and analyse data to identify solutions and make informed decisions Thinking VIII. Critical Gather and organize relevant information to formulate an argument Identify obstacles and challenges
	SOI	Models demonstrate the function of change and transformation in the natural world.	Models represent the form, scale and patterns of even the smallest parts of the world.	Human consumption of energy has consequences that can impact environmental systems.	The investigation of patterns helps to innovate the development of the ingenuity of invention with new models.
	Global Context	Scientific and technical innovation: models	Orientation in Time and Space: scale	Globalization and Sustainability: consumption	Scientific and technical innovation: ingenuity and progress
	Key Concept	Change	Relationships	Systems	Development
Related Concepts	Function, Transformation	Models, form	Consequences, Environment	Science: Models, patterns Design: Innovation, invention	

CISH MYP Sciences VP 2021-2022

MYP Year	Subject:	Sciences			
	Description:	The CISH MYP Science program is aligned with the IB MYP Science framework and the New Brunswick (Canada) Board of Education's middle and high school Science curriculum. The course is taught in 55 minute classes 4 times per week.			
	Collaborators:	Marina Baltikian, Heather Exum, Adam Richards, Nick Smith, Devon Bobowski, Luke Bonham, and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
4	MYP Objectives	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv D: iii, iv	A: i, ii, iii B: i, ii, iii, iv C: i, ii, iii, iv, v D: i, ii, iii, iv	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 Design A: i, ii, iii, iv B: i, ii, iii, iv C: i, ii, iii, iv D: i, ii, iii, iv IDU: A B C
	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	Electricity and Space Exam Rover and habitat Assignment
5	Unit Title	Sustainability of Ecosystems	Weather Dynamics	Chemical Reactions	Bottle Rocketry (DP transition unit + IDU with Science)
	Duration (weeks)	11	4	12	8
	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: 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 the effects of, and analyse the impact of external factors on an ecosystem.	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 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.	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-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 or vice versa, illustrate how factors such as heat, concentration, light, and surface area can affect chemical reactions	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.
	ATL Skills	Communication: Structure information in summaries, essays and reports Self-Management III. Organization Plan strategies and take action to achieve personal and academic goals V. Reflection: Consider ethical, cultural and environmental implications Research VI. Information Literacy Collect and analyze data to identify solutions and make informed decisions.	Communication Use a variety of speaking techniques to communicate with a variety of audiences. Self-Management V. Reflection Consider ethical, cultural and environmental implications. Research VI. Information Literacy Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	Thinking VIII. Critical Thinking Use models and simulations to explore complex systems and issues. IX. Creative Thinking Practice visible thinking strategies and techniques. X. Transfer Combine knowledge, understanding and skills to create products or solutions. Research VI. Information Literacy Process data and Report results	Social Delegate and share responsibility for decision making Thinking VIII. Critical Thinking Interpret data
	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.
	Global Context	Globalization and Sustainability: Human impact on the environment	Orientation in Time and Space: frequency and variability	Scientific and Technical Innovation	Scientific and technical innovation: Industrialization and engineering
	Key Concept	Systems	Systems	Change	Relationships
	Related Concepts	Environment, Interaction, Balance	Energy, Patterns	Models, Patterns	Math: Approximation, Models; Science: Models, Movement
	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	IDU: A, B, C Math: B, D Science: B, C

CISH MYP Sciences VP 2021-2022

MYP Year	Subject:	Sciences			
	Description:	<i>The CISH MYP Science program is aligned with the IB MYP Science framework and the New Brunswick (Canada) Board of Education's middle and high school Science curriculum. The course is taught in 55 minute classes 4 times per week.</i>			
	Collaborators:	Marina Baltikian, Heather Exum, Adam Richards, Nick Smith, Devon Bobowski, Luke Bonham, and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
Assessment Tasks		Human impact on marine ecosystems research Group presentations on species interactions Water quality lab	City Plan for Natural Disaster	Test: Models and Naming Chemical Reactions Lab: Disposing of Chemical Wastes INDEPENDENT LAB	1. Designing and building a water-bottle rocket 2. Presentation of Launch

CISH MYP Language Acquisition VP 2021-2022

MYP Year	English Language Acquisition				Mandarin Language Acquisition			
	The CISH MYP Language Acquisition program is an integral part of the MYP Language Acquisition Framework and the New Curriculum (Central Board of Education's medium and high school) Second Language curriculum. Students are placed into one of the 8 pre-provisioned classes based on diagnostic tests, like WIDA and MAP, and holistic assessment. Feedback based on formative and summative assessment. Students have the opportunity to move up phases during the learning year. The course is taught in 55 minute classes 5 times per week.							
Subject	English Language Acquisition				Mandarin Language Acquisition			
Teacher	David Turnbull, Michele Zhang, Floria Lu, Gareth Hood, Lisa Zhang, Patrick Dooley, Archy Du, Teresa Barbozak, Zhiu Zhang, Jimmy Tanvee, Xuanzi Zhang, Steven Schwab, Jiang Yun and Sean Miller							
Unit Name	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title	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
Duration (weeks)	9	8	8	8	9	9	9	9
Content	In this unit students 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 explore the themes of changing friends, resources, conflict and resolution. Students will look at a series of teaching stories from around the world to see what each story can teach us about how and why arguments can lead to conflict and then how those conflicts can be peacefully resolved.	During this unit the Grade 6s will be interacting with multiple language devices through the use of the novel, Diary of a Wimpy Kid: Rodrick Rules by Jeff Kinney. The Grade 6s have been given a workbook in which they will complete multiple language activities as well as comprehensions to display understanding of the story. One of the primary themes of this unit is bullying.	In this unit we will explore the interaction between scientists and the idea of space travel; for example, how space travellers might use technology to adapt environments to their needs. We will also debate the value and risks of such potential scientific innovations, and discuss what impact they could have on our lives.	During this unit, the Grade 6s will be analyzing and reading the first book in the Harry Potter series: Harry Potter and the Philosopher's Stone. The Grade 6s will closely follow the quest of the protagonist, Harry Potter, focusing primarily on his growth as a character and role as the hero in the novel. The Grade 6s will complete multiple language based activities and comprehensions to display their understanding of the book while also analyzing key elements used in the book that have made it a prolific hero'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 start to learn some basic words and sentence structures to introduce themselves in Chinese and practise how to write these in Chinese.	In this unit, students will learn time, days, routines, transportation, seasons, weather and sickness. Students will continue to learn how to describe their school life, as well as writing them in Chinese characters. We will also talk about the different lifestyles and habits under the influence of cultural background.	In this unit, students will learn some vocabulary about healthy food and unhealthy food, ordering dishes in the restaurant and eating habits. Students will also discuss the differences between Chinese and Western food and eating habits. They will learn the basic form of speech and get to know how to make presentation in Chinese.	In this unit, students will learn colors, clothes, body parts and hobbies. They will learn some related vocabulary and expressions. Students will also discuss how to balance study and leisure time and manage time well.
ATL Skills	Communication Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences Read critically and for comprehension	Communication Make inferences and draw conclusions Social Practice empathy Research VI. Information Literacy Make connections between various sources of information	Communication Give and receive meaningful feedback Read critically and for comprehension Research VI. Information Literacy Make connections between various sources of information	Communication Give and receive meaningful feedback Read critically and for comprehension Self-Management III. Organization Keep and use weekly planners for assignments	Communication Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences social: Self-Management III. Organization Keep and use weekly planners for assignments	Self-management III. Organization Keep an organized and logical system of information files/notebooks: Thinking VII. Critical Practice observing carefully in order to recognize problems Self-management III. Organization Gather and organize relevant information to formulate an argument.	Research VI. Information Literacy Access information to be informed and inform others: Thinking VIII. Critical Recognize unstated assumptions and bias Self-management III. Organization Plan short-and long-term assignments; meet deadlines	Communication: Use a variety of speaking techniques to communicate with a variety of audiences Self-management III. Organization Plan short-and long-term assignments; meet deadlines
BOI	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 to communicate meaning through the journey, turning points and realizations of the hero.	Communicating one's identity is motivated by message and purpose.	School culture functions to enforce the message of happiness and the good life.	Meaningful and purposeful 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 Relationships	Scientific and Technical Innovation	Orientation in time and space: Turning points and big histories	Identities and relationships: Motivation	Genetics and relationships: Happiness and the good life	Identities and relationships: Health and well-being	Fairness and development: difference and inclusion
Key Concept	Culture	Connections	Creativity	Communication	Communication	Culture	Connections	Communication
Related Concepts	Empathy	Empathy, Message	Point of view	Function Meaning	Message, Purpose	Fun, message	Purpose, Meaning	Form and structure
MYP Objectives	A: I, II, III 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, IV D: I, II, III, IV	A: I, II, III 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, IV D: I, II, III, IV	A: I, II, III D: I, II, III, IV	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
Assessment Tasks	Students produce a letter: a reasoned argument based on an audio visual stimulus and a written text.	Students create an anti-bullying promotional video meant to educate viewers about different types of bullying in school and effective and healthy strategies in which to resolve bullying challenges.	Students will conduct a formal debate answering the question: Should people be sent to Mars? Students will receive resources and research to assist them in solidifying their arguments. Students will be offered opportunities to make their own statements and defend against rebuttals.	Students will create their own Hero's Quest which will be submitted in essay form and the students will read their stories to the class.	Write a letter to reply the person in the video: Step one: Students will first read 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 try 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 attention 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 his/her leisure time 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	Anti-Bullying	Migrations	Friendship	Emotions, Emoji and Email Etiquette	Unit 1: Teenager's Life	Unit 2: 现代旅行 The Modern Travelling	Unit 3: Media	Unit 4: Happiness and fulfillment
Duration (weeks)	9	9	9	9	9	9	9	9
Content	During this unit we will explore the definition of bullying and the different forms that it comes in. We will then analyze reasons as to why there are bullies and what is being done on a personal, local and global scale to combat and prevent bullying. The students will be tasked throughout the unit to be creative in their solutions to preventing future increases in bullying and rooting out bullying at its core.	In this chapter we will explore journeys to find a home. In the examples used, sometimes the people are returning to old homes, sometimes they are looking to find new ones. These migrations not only move people through time and space but from one culture to another.	The Unit will focus on language being an essential tool that helps us understand, reflect on and develop personal friendships. We will discuss what happens to you when you start a new school and how do you make friends. The unit will also explore diary writing.	Students in this unit will explore how we have adapted technology to communicate in new and creative ways. Students will study recent innovations in social media, especially texting and the use of symbols, such as smiley faces, emoticons and emoji to represent ideas. Students will also look at some of the new formal and informal conventions of texting and writing emails. We shall also debate whether these new ways of communicating show that young people are forgetting the conventions needed to express themselves clearly, accurately and formally.	青少年的生活 压力和烦恼, 爱好和技能, 家庭生活和校园生活, 课文 和 听力 练习, 男生 女生 关系, 人际关系: Different civilizations are the material and spiritual achievements created by human beings.	Introduction of famous scenic spots, modern travel styles and travel notes.	This unit covers the topic of media, its language and how we consume it.	This unit covers the topic of happiness and fulfillment by looking at descriptive language and how these terms are defined across the globe.
ATL Skills	Social Listen actively to other perspectives and ideas Give and receive meaningful feedback	Communication skills Use appropriate forms of writing for different purposes and audiences Research VI. Information Literacy Access information to be informed and inform others	Communication skills Use intercultural understanding to interpret communication Self-Management III. Organization Set goals that are challenging and realistic	Communication Collaborate with peers and experts using a variety of digital environments and media Use and interpret a range of discipline-specific terms and symbols Self-Management IV. Affective Practice strategies to overcome impulsiveness and anger	Communication Negotiate ideas and knowledge with peers and teachers Participate in, and contribute to, digital social media networks Self-Management IV. Affective Practice strategies to reduce stress and anxiety	Communication Give and receive meaningful feedback Use a variety 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	Self-management III. Organization Plan strategies and take action to achieve personal and academic goals Research VII. Media Literacy Understand the impact of media representation and modes of presentation Seek a range of perspectives from multiple and varied sources	Communication Read critically and for comprehension Make inferences and draw conclusions Research VI. Information Literacy Access information to be informed and inform others Make connections between various sources of information
BOI	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 meanings.	The purpose and argument for life goals are connected to imagining a 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	Fairness and Development: Power and Privilege	Fairness & Development: Security and freedom	Identities and relationships: competition and cooperation	Scientific and technical innovation: Social media	Fairness and development: Imagining a hopeful future	Identities and relationships: Human nature & human dignity	Personal and cultural expression: social constructions of reality	Globalization and sustainability: Diversity and interconnection
Key Concept	Connections	Culture	Culture	Creativity	Connections	Culture	Communities	Community
Related Concepts	Purpose, empathy	Context, message	Empathy, meaning	Conventions, meaning	Argument, purpose	Audience, context	Bias, inference	Empathy, point of view
MYP Objectives	A: I, II, III 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, IV D: I, II, III, IV	A: I, II, III 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, IV D: I, II, III, IV	B: I, II, III D: I, II, III, IV	A: I, II, III 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, IV D: I, II, III, IV	A: I, II, III B: I, II, III C: I, II, III, IV D: I, II, III, IV
Assessment Tasks	For this unit the students will work on Anti-bullying. As a summative task the students will work in small groups to create an anti-bullying campaign, they will conduct some research by interviewing their peers and then create an Email campaign and poster to help prevent bullying in the school.	Oral interview Written response to an article on immigration Promotional video	Presentation on the importance of friendships Promotional video	Students will produce a spoken response based on an audio-visual. Students will produce written responses based on a text piece.	Paper test: reading comprehension and writing exercise.	Paper test: listening and reading comprehension and writing and speaking task.	Research and presentation on media and how it is interpreted and presented	Group project exploring happy diverse and interconnected communities from around the globe
Unit Title	Relationships and Culture	Striving for a better world: Global Citizenship	Life on Mars	Innovations in Social Media: Emotions, Emoji and Email	Deal occupation	School Life	Eating and culture	Entertainment
Duration (weeks)	9	8	10	10	9	9	10	8
Content	Students will explore forming relationships from various countries especially in an international school setting. This will be further explored by looking at problems teenagers could encounter in school due to culture through reading and writing various texts. Further, we will be looking at how can we form relationships (pen pals) and maintaining them via internet.	Students will explore environmental issues throughout the world and raising awareness of the importance of small actions on a global goal. Students will listen to various texts and use careful word choices to improve their audience engagement for effective communication of ideas.	In this unit we will explore the interaction between scientists and the idea of space travel; for example, how space travellers might use technology to adapt environments to their needs. We will also debate the value and risks of such potential scientific innovations, and discuss what impact they could have on our lives.	Students in this unit will explore how we have adapted technology to communicate in new and creative ways. Students will study recent innovations in social media, especially texting and the use of symbols, such as smiley faces, emoticons and emoji to represent ideas. Students will also look at some of the new formal and informal conventions of texting and writing emails. We shall also debate whether these new ways of communicating show that young people are forgetting the conventions needed to express themselves clearly, accurately and formally.	A community needs different occupations. People need to learn how to choose the right occupation for themselves according to their hobbies	In unit two students studied the topic of school life with specific emphasis on school, examinations, school events and accident.	In this unit, students have been studying the Unit Eating and Culture. This unit covers the topic of delicious food, festivals and traditions. The students have learned how to describe the celebration of a festival such as Spring Festival, Christmas and the festival in their own culture and how to order food in a restaurant. Students have also learned how to write a diary.	Students will explore the many forms of entertainment they consume on a daily basis. Are we meant to be entertained this much? Are you not entertained?
ATL Skills	Communication Give and receive meaningful feedback Read critically and for comprehension	Thinking VII. Critical Recognize unstated assumption and bias Test generalizations and conclusions Social Test generalizations and conclusions	Communication Use intercultural understanding to interpret communication Make inferences and draw conclusions Social Make fair and equitable decisions	Communication Use and interpret a range of discipline-specific terms and symbols Self-Management IV. Affective Practice strategies to overcome distractions Research VII. Media Literacy Make informed choices about personal viewing experiences	Communication Give and receive meaningful feedback Paraphrase accurately and concisely Self-Management III. Organization Keep an organized and logical system of information files/notebooks	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 VII. Media Literacy Seek a range of perspectives from multiple and varied sources from presentation	Social Manage and resolve conflict and work collaboratively in teams Research VII. Media Literacy Seek a range of perspectives from multiple and varied sources from presentation

CISH MYP Language Acquisition VP 2021-2022

MYP Year	Subject	English Language Acquisition				Mandarin Language Acquisition					
		The CISH MYP Language Acquisition program is a 4-year MYP Language Acquisition Framework and the first MYP Chinese (Mandarin) Board of Education to make and high level Mandarin Language course. The course is developed in 55 units across 5 mYP per year. The course is developed in 55 units across 5 mYP per year.									
3	Duration (weeks)	Unit 1		Unit 3		Unit 1		Unit 2		Unit 4	
	3	SOI	Relationships and culture 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 openness and progress.	The social connections created in digital life are a direct result of context.	Imagining a hopeful future has the 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.	
3	Global Context	Identifies a Relationships: Relationships and Culture	Personal and Cultural Expression: Belief systems	Scientific and Technical Innovation: Ingenuity and progress	Scientific and Technical Innovation: digital life	Fairness and development: Imagining a hopeful future	Identifies and relationships: Status	Personal and cultural expression: Products	Globalization and sustainability: Diversity and interconnectedness		
3	Key Concept	Communication	Connections	Culture	Creativity	Self-development	Communication	Culture	Culture		
3	Related Concepts	empathy, purpose	Audience and Word Choice	Point of View, message	Conventions, context	目的, 意义, purpose, meaning	Message, Point of View	Audience, conventions	Message, empathy		
3	MYP Objectives	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV		
3	Assessment Tasks	Pen Pals from a new land: students create and write an email to a pen pal. The email will be read in class	Students write 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	Students will produce a film review based on a trailer. Criteria B and D	Students listen to an audio-visual text and using the information give a presentation on leading	Write a resume / introduction.	Make a presentation to introduce school life.	Step one: Students work in pairs and write a dialogue to introduce a Chinese festival.	Reading comprehension		
4	Unit Title (weeks)	Happiness and fulfillment	Human Rights	Bilingualism and multilingualism	Global Citizenship	Unit 1: Teenager Life	Unit 2: The Modern Travelling	Unit 3: Media and Technology	Unit 4: Environment		
4	Context	In this unit we will explore: identity, beliefs and values, personal, physical, mental, social and spiritual health, human relationships, including families, friends, communities and cultures; what it means to be human.	In this unit students will explore the concept of human rights as they analyse the words of a young student activist as well as low at her life. Students will see how links, bonds and relationships among people, objects or ideas are brought together through the use of language. The study of language will cater for that as well as the exploration of the relationship between texts, creator and audience.	In this unit 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 citizenship and reflect upon what it means to be a global citizen in 21st century and how young people have the opportunity to change the world for the better. Students will also be aware how understanding of audience and culture affects the way in which we communicate.	In this unit we talked about teenager life, including their hobbies, pressures and friendships. We had several formative assessments and one summative assessment. The formative assessments include oral presentations and worksheets. For the summative assessment they will watch a video and give advice to the teenager in the video to solve their problems.	This unit is about modern travelling, including camping, booking tickets and hotels and weather. Students learned words and phrases about these topics, we had several formative assessments, like dictation, composition and giving speech. We talked about the most impressed camping experience. We introduce a famous hotel in Dubai.	In this unit, students had a unit on Media and technology as they learned to define media, and common media formats and their characteristics, different film types and how do technology changes our lives. They also explored how with the development of technology new media types emerge spawning new professions and ways to communicate ideas.	This unit, we talked about environmental protection, why the world is being polluted, what is polluting the environment, what characteristics different film types and what we should do to protect our environment. We had one summative assessment and several formative assessments in this unit. Formative assessment included making posters, role playing a drama about environmental protection and writing a letter to our principal to help being a green school.		
4	Global Context	Communication	Communication	Communication	Thinking VIII. Critical	Social	Communication	Communication	Research		
4	Key Concept	Communication	Communication	Communication	Thinking VIII. Critical	Management	Communication	Communication	Research		
4	Related Concepts	Give and receive meaningful feedback	Use intercultural understanding to interpret communication	Use appropriate forms of writing for different purposes and audiences	Collaborate with peers and experts using a variety of digital environments and media	Manage and resolve conflict and work collaboratively in teams	Give and receive meaningful feedback	Collaborate with peers and experts using a variety of digital environments and media	Collaborate with peers and experts using a variety of digital environments and media		
4	MYP Objectives	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV		
4	Assessment Tasks	Read a variety of sources for information and for pleasure	Use a variety of speaking techniques to communicate with a variety of audiences	Use a variety of media to communicate with a range of audiences	Use appropriate forms of writing for different purposes and audiences	Use a variety of speaking techniques to communicate with a variety of audiences	Use a variety of speaking techniques to communicate with a variety of audiences	Use a variety of speaking techniques to communicate with a variety of audiences	Use a variety of speaking techniques to communicate with a variety of audiences		
4	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 population.	Connections between languages can be made through conventions and idioms.	Global citizens recognize the diversity and interconnections between cultures through empathy and point of view.	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 the audience's point of view.	The message of minimizing the human impact on the environment needs to be communicated with purpose and voice.		
4	Global Context	Identifies and relationships: Happiness and the good life	Fairness & Development: Population and demography	Personal and cultural expression: Languages and linguistic systems	Globalization and sustainability: Diversity and interconnection	Communities	Indigenous understanding	Scientific and technical innovation: consequences and responsibility	Globalization and sustainability: human impact on the environment		
4	Key Concept	Communication	Connections	Idiom, conventions	Culture	Empathy, Point of View	Culture	Communication	Communication		
4	Related Concepts	Word Choice, stylistic choices	Idiom, conventions	Idiom, conventions	Empathy, Point of View	Empathy, Bias, Empathy	Culture, voice	Audience, Point of view	purpose, voice		
4	MYP Objectives	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV		
4	Assessment Tasks	Students will create and conduct a role play about "What make a happy and fulfilled life?"	Speaking: Students will create a speech talking about the debatable topic: "Do we need human rights?"	Students will create a presentation on the benefits of a bilingual brain. Students will create a magazine article informing students and parents of the potential advantages of a bilingual education.	Students will watch a video about the model UN and take notes on it. They will have a small group discussion about how the model UN can help us understand the concept of global citizenship. Students will read a newspaper report and an extract from the UN website, then write a formal essay about how taking part in Model UN activities benefit ourselves and our school.	Essay: Step one: students will watch a video about Chinese teenager's life and talk about the Similarities and differences between the video and themselves. Step two: Write an essay to introduce the school life and after-school activities.	Step one: students will read a text related to modern travelling and answer several questions. Step two: make a mind map to summarize the different places they have been to.	Step one: students will listen to a dialogue and answer several questions according to the dialogue. Step two: students will given some reference questions and make a oral report. The topic is related to the dialogue they just listened.	Step one: students will listen to a dialogue and answer several questions according to the dialogue. Step two: write a proposal to government to analyse the environment situation and give some advices.		
5	Unit Title (weeks)	Abilities and Opportunities	Quests	Conflict Resolution	Leadership	Unit 1: Challenge and Risk	Unit 2: Multi-cultural experience	Unit 3: Human Ingenuity	Unit 4: Survival and Development		
5	Context	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, 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 peacefully resolved	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 peacefully 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 style and practice their leadership skills in a variety of interactive learning activities.	内容话题: 教育政策的改变等社会问题的影响和讨论.	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.		
5	Global Context	Fairness and development: message, empathy	Orientation in time and space: message, empathy	Globalization and Sustainability: Natural resources	Identifies and relationships: competition and cooperation	Fairness and Development: Human capability and development	Globalization and sustainability: audience, voice	Identifies and Relationships: purpose, argument	Fairness and development: message, empathy		
5	Key Concept	Connections	Communication	Relationships	Communication	Connections	Communication	Relationship	Communities		
5	Related Concepts	empathy, purpose	empathy, point of view	empathy, point of view	empathy, context	argument, context	audience, voice	purpose, argument	empathy, context		
5	MYP Objectives	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV	A: I, E, III B: I, II, III C: I, II, III, IV D: I, II, III, IV		
5	Assessment Tasks	Students will answer questions based on a text piece.	Here Epic: 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. 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 summative assessment and therefore means practice and time needs to go into both your writing and your presentation. Assessment: In pairs, write a quest for an original Hero character choosing one of the following topics: The Call of Adventure Refusal of the Call Tests, Allies, Enemies The Awakening Your quest must be original and creative. Length: 500 words minimum Once you have written your quest, you will then role play your quest in front of the class. You may use props for your role play. Please ensure that you practice as much as possible before your presentation to ensure quality.	Students will listen to a song and/or interview and respond to questions.	Students will read a pop culture text and complete text handling activity.	Students will create an awareness campaign in which they promote sustainable clothing options to secondary school. They will write a text (formal letter or proposal) around this idea.	Write a blog to introduce the 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.	Make a poster to introduce diverse 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.	Make a speech about how we can protect the environment: Step one: Watch a video about marine environmental pollution and answer the questions based on the video. Step two: Write a speech and make a presentation to introduce the importance of environmental protection and what we can do to protect the environment.		

CISH MYP Individuals & Societies VP 2021-2022

MYP Year	Subject:	Individuals & Societies			
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	Collaborators	Eric Mitchler, Justin Gratton, Ryan Keifer and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
1	Unit Title	What's in a map?	Environment and Culture	Ancient Civilizations	What does it mean to be a global citizen?
	Duration (weeks)	9	9	9	9
	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 environment.	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 makes each individual and each community different. In this unit we will explore the role of culture in shaping the identities of individuals 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 believe in and the things that we value. This 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?	As we have seen, our modern world has become increasingly interconnected and integrated because of globalization, cultural sharing, and our modern system of production and exchange. While these are some overall positive developments, there are still many very serious issues and problems 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 learn about what global citizenship means, how individuals and organizations promote global citizenship, and investigate some common global issues and what can be done to solve them.
	ATL Skills	Communication Take effective notes in class Thinking VIII. Critical thinking skills Draw reasonable conclusions and generalizations	Self-management III. Organization skills Managing time and tasks effectively Plan short- and long-term assignments; meet deadlines Create plans to prepare for summative assessments (examinations and performances)	Communication Use appropriate forms of writing for different purposes and audiences Thinking VIII. Critical thinking skills Consider ideas from multiple perspectives	Communication Use a variety of media to communicate with a range of audiences. Social Working Working effectively with others 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.
	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 Concepts	Perspectives, scale	Choice, scarcity	Causality, civilization	Power, equity
	MYP Objectives	A: i, ii C: i, ii D: i, ii, iv	B: i, ii, iii, iv C: i, ii, iii D: i, iii	A: i, ii B: iii C: i, iii D: ii, iv	B: i, ii, iii, iv C: i, ii, iii D: i, ii, iii
	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 explaining why it is a natural place that should be protected and managed by societies.	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 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.	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 a minimum of text aids/script to enhance the authenticity of the presentation and demonstrate communication skills.
2	Unit Title	Unit 1: Economic Empowerment	Unit 2: Introduction to Politics	Unit 3: Sustainable Settlements [IDU with Science or within I & S (Geography and Economics)]	Unit 4: Introduction to Globalization
	Duration (weeks)	9	9	9	9

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	Collaborators	Eric Mitchler, Justin Gratton, Ryan Keifer and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
1 2 2 2 2 2 2 2 2 2	Content	This unit explores the general concept of empowerment and examines how economic commodities, the traditional role of land and natural resources in the economy and the effect it has on individuals and groups, including young people.	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 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. 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-fuel based lifestyle, and the growing demand for cleaner and renewable energy alternatives, such as solar, wind, and other technologies. 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.	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment
	ATL Skills	Communication Use a variety of speaking techniques to communicate with a variety of audiences Self-management III. Organization skills Select and use technology effectively and productively	Self-management III. Organization skills Use appropriate strategies for organizing complex information Thinking VIII. Critical thinking skills Gather and organize relevant information to formulate an argument	Communication Use appropriate forms of writing for different purposes and audiences Research VI. Information literacy skills Collect, record and verify data Process data and report results	Research VI. Information literacy skills Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Thinking X. Transfer skills Utilize effective learning strategies in subject groups and disciplines
	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.	Globalisation occurs because of processes that have changed the world, bringing both opportunities and challenges.
	Global Context	Fairness and Development: Inequality	Fairness and Development: Politics	Globalization and Sustainability : Urban Planning	Globalization and Sustainability
	Key Concept	Development	Change	Development	Change
	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
	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 (weeks)	9	9	9	9
Content	In this unit students will identify and locate the diverse regions in local, regional, and global contexts.	In this unit students will develop a general concept of natural resource use and sustainability.	In this unit students will examine and explain the patterns and influences of human settlement.	In this unit students will develop a concept of how economic development relates to improving quality of life.	

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	Collaborators	Eric Mitchler, Justin Gratton, Ryan Keifer and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
3	ATL Skills	Communication Read critically and for comprehension Make effective summary notes for studying Research VI. Information Literacy Collect, record and verify data Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions	Research VI. Information Literacy Make connections between various sources of information Thinking VIII. Critical Draw reasonable conclusions and generalisations Raise understanding based on new information and evidence	Self-Management: III. Organization Plan short and long-term assignments; meet deadlines Research VII. Media Literacy Compare, contrast and draw conclusions among (multi)media resources	Research VI. Information Literacy Access information to be informed and inform others Process data and report results Thinking VIII. Critical Evaluate evidence and arguments
	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 to resources can help the fairness 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 Objectives	A: ii B: i, ii, iii, iv C: i, ii, iii	A: i, ii D: i, ii, iii, iv	A: ii B: i, ii, iii, iv C: i, ii, iii D: iii, iv	A: i, ii C: i D: i, ii, iv
	Assessment Tasks	Natural Disaster Response Project	Unit Test	Urban Planning Population and Resource Analysis	Unit Test
4	Unit Title	Unit 1: Early Human Civilizations	Unit 2: Government and Politics	Unit 3: The Age of Exploration	Unit 4: The Industrial Revolution
	Duration (weeks)	9	9	9	9
	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 explore how the economy, philosophy and politics of the world changed forever during this moment in history.
	ATL Skills	Communication Read critically for comprehension Self-management III. Organization Create plans to prepare for summative assessments	Thinking VIII. Critical Practise observing carefully in order to recognise problems X. Transfer Change the context of an inquiry to gain different perspectives	Research VI. Information literacy Collect, record and verify data Make connections between various sources of information Thinking VIII. Critical thinking Gather and organize relevant information to formulate an argument	Self-management Keep an organized and logical system of information files/notebooks Use appropriate strategies for organizing complex information 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 that 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. *Possible Form/Summ Mini Documentary on Monarchy Obj. C* Summative Unit Test *possible IDU English dystopian state - Orwell*	Colonial Case Study Choose a historical colony during the age of exploration, identifying goods obtained or sought after and methods used to produce/sell them. Markets, commodities, shares and stock markets...	Unit Test - Source Analysis and Short answer debate question for or against child labour.
5	Unit Title	Unit 1: Rights and Revolution	Unit 2: War and Violence	Unit 3: Genocide in the 20th Century	Unit 4: The Cold War
	Duration (weeks)	9	13	9	5

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	Collaborators	Eric Mitchler, Justin Gratton, Ryan Keifer and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Content	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. Ultimately, 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?	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 (1939-1945). 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 Socialist 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 discrimination and violence against Jews both permissible and desirable.	Mutually assured destruction (MAD) is not a particularly charming thought. However, it was real danger, and fear, for people living in the aftermath of the Second World War as the world's two superpowers, the United States and the Soviet Union, competed globally for power and influence. Both possessed nuclear weapons and the threat of nuclear war dominated the great power relations of that time. In parallel to this great power conflict was the process of decolonization in Africa and South East Asia. Whether these new states would align with the US or with the Soviets added complexity to the global conflict. In this unit we will examine the origins of the Cold War, the risks (and logic) of nuclear weapons, and the various ways it manifested in minor conflicts, or proxy wars, around the globe.
	ATL Skills	Communication skills Use appropriate forms of writing 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	Self-Management III. Organization skills Use appropriate strategies for organizing complex information Thinking VIII. Critical thinking skills Draw reasonable conclusions and generalizations	Research VI. Information literacy skills Make connections between various sources of information Identify primary and secondary sources	Communication skills Read critically and for comprehension Thinking VIII. Critical thinking skills Consider ideas from multiple perspectives
	SOI	Unequal distribution of power and privilege can cause revolutionary change.	Interactions between powerful states can lead to violent conflict when they compete and cooperate with each other.	Political systems can use violence to harm the security and freedom of individuals and societies because of their identity.	Historical eras can be defined by conflict between different ideologies and perspectives in time, place and space.
	Global Context	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
	Related Concepts	Causality (cause and consequence), 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
	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

CISH MYP Design VP 2021-2022

MYP Year	Subject:	Design			
	Description:	The CISH MYP Design program is aligned with the IB MYP Design framework and the New Brunswick (Canada) Board of Education's middle and high school Technology curriculum. The course is taught in 55 minute classes twice per week.			
	Collaborators:	Stephen Mitchell, Stanislav Yaroslavski, Holger Meinberg, and Sean Miller			
Curriculum Items	Unit1	Unit 2	Unit 3	Unit 4	
1	Unit Title	Introduction to MYP Design	Paper Airplane (Learning the Design Cycle)	Egg Drop Design	Advertisement poster
	Duration (weeks)	4	12	13	8
	Content	<p>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 gain confidence with the subject.</p> <p>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 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 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 year to introduce students to Design.</p>	<p>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 competition with their planes in class for distance covered by their plane and time in the air.</p>	<p>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 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 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 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 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 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 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).</p>	<p>Students will start to understand and see the benefit of using the design cycle for a new unfamiliar project. Students will create an advertisement poster for their favorite event of their choice to encourage tourists to visit it. I will encourage the students to use an event from their home country so that they represent this important event to the other students within class and school.</p>
	ATL Skills	<p>Self-management III. Organization Bring necessary equipment and supplies to class</p>	<p>Self-management III. Organization Bring necessary equipment and supplies to class</p> <p>V. Reflection Consider content (What did I learn about today?, Whatg don't U yet understand?, What questions do I have now?)</p>	<p>Communication Give and receive meaningful feed back.</p> <p>Research Information literacy Access information to be informed and inform others</p> <p>Identify primary and secondary sources</p>	<p>Communication Give and receive meaningful feed back.</p> <p>Use intercultural understanding to interpret communication</p>
	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 expressions: products
	Key Concept	Communities	Development	Systems	Communication
	Related Concepts	Innovation	Function	Form, Function	Perspective

CISH MYP Design VP 2021-2022

MYP Year	Subject:	Design			
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	Collaborators:	Stephen Mitchell, Stanislav Yaroslavski, Holger Meinberg, and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
1	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 D: i, ii, iii, iv	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 D: i, ii, iii, iv
	Assessment Tasks	<p>Criterion A: Strand 1 – problem statement (formative)</p> <p>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)</p> <p>Criterion A: Inquiring and analyzing (summative)</p> <p>Criterion B: Strand 1 – Design specifications (formative)</p> <p>Criterion B: Developing ideas (summative)</p> <p>Criterion C: Strand 1 – Logical plan (formative)</p> <p>Criterion C: Creating the solution (summative)</p> <p>Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle</p> <p>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)</p> <p>Criterion D: Strand 1 – Testing methods (formative)</p> <p>Criterion D: Evaluating (summative)</p>	<p>Criterion A: Strand 1 – problem statement (formative)</p> <p>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)</p> <p>Criterion A: Inquiring and analyzing (summative)</p> <p>Criterion B: Strand 1 – Design specifications (formative)</p> <p>Criterion B: Developing ideas (summative)</p> <p>Criterion C: Strand 1 – Logical plan (formative)</p> <p>Criterion C: Creating the solution (summative)</p> <p>Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle</p> <p>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)</p> <p>Criterion D: Strand 1 – Testing methods (formative)</p> <p>Criterion D: Evaluating (summative)</p>	<p>Criterion A: Strand 1 – problem statement (formative)</p> <p>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)</p> <p>Criterion A: Inquiring and analyzing (summative)</p> <p>Criterion B: Strand 1 – Design specifications (formative)</p> <p>Criterion B: Developing ideas (summative)</p> <p>Criterion C: Strand 1 – Logical plan (formative)</p> <p>Criterion C: Creating the solution (summative)</p> <p>Criterion C: Final product is either a 2D or 3D personal logo that represents the student who created it</p> <p>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)</p> <p>Criterion D: Strand 1 – Testing methods (formative)</p> <p>Criterion D: Evaluating (summative)</p>	<p>Criterion A: Strand 1 – problem statement (formative)</p> <p>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)</p> <p>Criterion A: Inquiring and analyzing (summative)</p> <p>Criterion B: Strand 1 – Design specifications (formative)</p> <p>Criterion B: Developing ideas (summative)</p> <p>Criterion C: Strand 1 – Logical plan (formative)</p> <p>Criterion C: Creating the solution (summative)</p> <p>Criterion C: Final product is an animation that will teach an internet safety rule</p> <p>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)</p> <p>Criterion D: Strand 1 – Testing methods (formative)</p> <p>Criterion D: Evaluating (summative)</p>
	Unit Title	Creating Your Own Character	Mars Habitat	Animating your own story: Communicating with Form and Function	
	Duration (weeks)	12	12	12	

CISH MYP Design VP 2021-2022

MYP Year	Subject:	Design			
	Description:	The CISH MYP Design program is aligned with the IB MYP Design framework and the New Brunswick (Canada) Board of Education's middle and high school Technology curriculum. The course is taught in 55 minute classes twice per week.			
	Collaborators:	Stephen Mitchell, Stanislav Yaroslavski, Holger Meinberg, and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
2	ATL Skills	Social Help others succeed Self-management III. Organization skills Bring necessary equipment and supplies to class. V. Reflection Consider content: What did I learn about today? What don't I yet understand? What questions do I have now?	Communication Use a variety of media to communicate with a range of audiences. Research VI. Information Literacy Understand and implement intellectual property rights Present information in a variety of formats and platforms	Communication Use a variety of media to communicate with a range of audiences Self-management III. Organizational Keep an organized and logical system of information files/notebooks. Thinking IX. Creative Consider multiple alternatives, including those that might be unlikely or impossible.	
2	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.	
2	Global Context	Personal and Cultural Expression: Craft	Scientific and technical innovation: adaptation	Personal and Cultural Expression: Creation	
2	Key Concept	Creativity	Development	Communication	
2	Related Concepts	Collaboration, invention	Innovation, resources	Form; Function	
2	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 D: i, ii, iii, iv	A: i, ii, iii, iv B: i, ii, iii, iv C: i, ii, iii, iv D: i, ii, iii, iv	
2	Assessment Tasks	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) 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 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: Evaluating (summative)	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) Criterion C: Strand 1 – Logical plan (formative) Criterion C: Creating the solution (summative) Criterion C: Final product is a stop motion video using clay figures that tells the student's story 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: Evaluating (summative)	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) Criterion C: Strand 1 – Logical plan (formative) Criterion C: Creating the solution (summative) Criterion C: Final product is a Google Sketchup redesign of the student's home or apartment that makes it more environmentally friendly 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: Evaluating (summative)	
2	Unit Title	Unit 1: Fortune Teller	Unit 2: Preparing for My Future	Unit 3: Video to Future Me	Fluids (IDU with Design)
2	Duration (weeks)	9	10	10	8

CISH MYP Design VP 2021-2022

MYP Year	Subject:	Design			
	Description:	The CISH MYP Design program is aligned with the IB MYP Design framework and the New Brunswick (Canada) Board of Education's middle and high school Technology curriculum. The course is taught in 55 minute classes twice per week.			
3	Collaborators:	Stephen Mitchell, Stanislav Yaroslavski, Holger Meinberg, and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
3	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) 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.	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 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?	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 look at the relationship between force, area and pressure.
3	ATL Skills	Self-management III. Organization Bring necessary equipment and supplies to class. VI. Reflection Consider content: What did I learn about today? What don't I yet understand? What questions do I have now?	Communication Organize and depict information logically Self-management III. Organization Select and use technology effectively and productively	Communication: read, write and use language to gather and communicate information. make inferences and draw conclusions. Self-management: organization manage time and tasks effectively keep an organized and logical system of information files/notebooks.	Social II. Collaboration skills Delegate and share responsibility for decision-making Self-management III. Organization Set goals that are challenging and realistic Thinking IX. Creative Create novel solutions to authentic problems
3	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.
3	Global Context	Scientific and technical innovation: methods	Identities and Relationships: identity formation	Orientation in space and time: evolution	Scientific and Technical Innovation: adaptation
3	Key Concept	Systems	Communication	Systems	Development
3	Related Concepts	Function, Invention	Perspective, markets and trends	Perspective, adaptation	Science: form, function Design: collaboration, form
3	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 D: i, ii, iii, iv	A: i, ii, iii, iv B: i, ii, iii, iv C: i, ii, iii, iv D: i, ii, iii, iv	B: i, ii, iii, iv C: i, ii, iii, iv IDU: A, B, C
3	Assessment Tasks	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) 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 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: Evaluating (summative)	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) Criterion C: Strand 1 – Logical plan (formative) Criterion C: Creating the solution (summative) Criterion C: Final product is a website that the student will use to convince a university or college to accept them into their school 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: Evaluating (summative)	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) Criterion C: Strand 1 – Logical plan (formative) Criterion C: Creating the solution (summative) 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) Criterion D: Strand 1 – Testing methods (formative) Criterion D: Evaluating (summative)	Criterion A: Strand 1 – problem statement (formative) Boat model
4	Unit Title	Creating a Paper Load Carrying Beam	Help Desk	Mars Science Station to support the Rover (in conjunction with Space unit)	Space the Final Frontier: Let's Explore Mars (Science & Design IDU)
4	Duration (weeks)	8	14	14	10

CISH MYP Design VP 2021-2022

MYP Year 4 4 4 4 4 4 4	Subject:	Design			
	Description:	The CISH MYP Design program is aligned with the IB MYP Design framework and the New Brunswick (Canada) Board of Education's middle and high school Technology curriculum. The course is taught in 55 minute classes twice per week.			
	Collaborators:	Stephen Mitchell, Stanislav Yaroslavski, Holger Meinberg, and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Content	<p>"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)</p> <p>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.</p>	<p>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.</p>	<p>"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 transit habitats for missions to Mars, as part of the eXploration Systems and Habitation (X-Hab) 2018 Academic Innovation Challenge.</p> <p>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 prototypes during the academic year, complete engineering design reviews, provide status briefings to NASA, and then present their projects for evaluation.</p>	<p>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.</p> <p>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.</p>
	ATL Skills	<p>Self-management III. Organization Plan short and long-term assignments; meet deadlines</p> <p>IV. Affective Demonstrate persistence and perseverance</p>	<p>Communication Use a variety of media to communicate with a range of audiences.</p> <p>Social Help others to succeed.</p>	<p>Research VI. Information literacy Collect and analyse data to identify solutions and make informed decisions</p> <p>Thinking IX. Creative thinking Identify obstacles and challenges</p>	<p>Research VI. Information literacy: Present information in a variety of formats and platforms</p> <p>Collect and analyse data to identify solutions and make informed decisions</p> <p>Thinking VIII. Critical Gather and organize relevant information to formulate an argument</p> <p>Identify obstacles and challenges</p>
	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 technical 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	<p>Criterion A: i, ii, iii, iv</p> <p>Criterion B: i, ii, iii, iv</p> <p>Criterion C: i, ii, iii, iv</p> <p>Criterion D: i, ii, iii, iv</p>	<p>Criterion A: i, ii, iii, iv</p> <p>Criterion B: i, ii, iii, iv</p> <p>Criterion C: i, ii, iii, iv</p> <p>Criterion D: i, ii, iii, iv</p>	<p>Criterion B: i, ii, iii, iv</p> <p>Criterion C: i, ii, iii, iv</p>	<p>Science:</p> <p>A: i, ii</p> <p>B: i, iii, iv</p> <p>C: i, ii</p> <p>D: i, ii, iii, iv</p> <p>Design</p> <p>A: i, ii, iii, iv</p> <p>B: i, ii, iii, iv</p> <p>C: i, ii, iii, iv</p> <p>D: i, ii, iii, iv</p> <p>IDU:</p> <p>A</p> <p>B</p> <p>C</p>	

CISH MYP Design VP 2021-2022

MYP Year	Subject:	Design			
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	Collaborators:	Stephen Mitchell, Stanislav Yaroslavski, Holger Meinberg, and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
4	Assessment Tasks	<p>Criterion A: Strand 1 – problem statement (formative)</p> <p>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)</p> <p>Criterion A: Inquiring and analyzing (summative)</p> <p>Criterion B: Strand 1 – Design specifications (formative)</p> <p>Criterion B: Developing ideas (summative)</p> <p>Criterion C: Strand 1 – Logical plan (formative)</p> <p>Criterion C: Creating the solution (summative)</p> <p>Criterion C: Final product is a paper airplane designed while learning the steps of the design cycle</p> <p>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)</p> <p>Criterion D: Strand 1 – Testing methods (formative)</p> <p>Criterion D: Evaluating (summative)</p>	<p>Criterion A: Strand 1 – problem statement (formative)</p> <p>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)</p> <p>Criterion A: Inquiring and analyzing (summative)</p> <p>Criterion B: Strand 1 – Design specifications (formative)</p> <p>Criterion B: Developing ideas (summative)</p> <p>Criterion C: Strand 1 – Logical plan (formative)</p> <p>Criterion C: Creating the solution (summative)</p> <p>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)</p> <p>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)</p> <p>Criterion D: Strand 1 – Testing methods (formative)</p> <p>Criterion D: Evaluating (summative)</p>	<p>Criterion A: Strand 1 – problem statement (formative)</p> <p>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)</p> <p>Criterion A: Inquiring and analyzing (summative)</p> <p>Criterion B: Strand 1 – Design specifications (formative)</p> <p>Criterion B: Developing ideas (summative)</p> <p>Criterion C: Strand 1 – Logical plan (formative)</p> <p>Criterion C: Creating the solution (summative)</p> <p>Criterion C: Final product is a product that the student creates to promote his country's culture</p> <p>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)</p> <p>Criterion D: Strand 1 – Testing methods (formative)</p> <p>Criterion D: Evaluating (summative)</p>	<p>Electricity and Space Exam</p> <p>Rover and habitat Assignment</p>
	Unit Title	Looking Good	Protect It! (Design a laptop case)	Discovering Hefei	Organize it
	Duration (weeks)	9	10	12	6
	Content	<p>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 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 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.</p>	<p>Many communities recycle materials that are otherwise discarded as trash. We could reuse these recycled materials to create new products.</p> <p>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 and also use the concept of sustainability by using recycled material.</p>	<p>We have all arrived at a new destination, excited at something new but also with a little nervousness of what we might find.</p> <p>The challenge is to introduce Hefei to a targeted group of newcomers. They might be tourists from elsewhere in China or from overseas, expatriates or migrant workers coming to work in Hefei, students coming to Hefei (or maybe even to CISH) with or without their families.</p> <p>Students will work independently but they will also be part of a team. Each team will create a detailed 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 their product and who will be responsible for each section. They will have to ensure that all sections complement each other.</p>	<p>"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.</p> <p>Does this sound familiar? I see it in many classes. What can we do to fix 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 your time?</p> <p>Your teachers will tell you to use a schedule, prioritize, and get enough rest.</p> <p>Your task is to design and create a 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.</p>
	ATL Skills	<p>Self-Management III. Organization plan short and long-term assignments; meet deadlines</p> <p>IV. Affective demonstrate persistence and perseverance</p>	<p>Self-Management III. Organization keep an organized and logical system of information/notebooks</p> <p>Thinking IX. Creative Make unexpected or unusual connections between objects and/or ideas</p>	<p>Communication use intercultural understanding to interpret communication.</p> <p>Research VI. Information literacy skills make connections between various sources of information.</p>	<p>Self-Management III. Organization plan short and long-term assignments; meet deadlines</p> <p>IV. Affective demonstrate persistence and perseverance</p> <p>practice focus and concentration</p>

CISH MYP Design VP 2021-2022

MYP Year	Subject:	Design			
	Description:	<i>The CISH MYP Design program is aligned with the IB MYP Design framework and the New Brunswick (Canada) Board of Education's middle and high school Technology curriculum. The course is taught in 55 minute classes twice per week.</i>			
	Collaborators:	Stephen Mitchell, Stanislav Yaroslavski, Holger Meinberg, and Sean Miller			
5 5 5 5 5	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	SOI	Communities practice function to acquire competency and produce form.	The development of sustainably innovative products influence consumption in a positive way.	As time passes, trends and perspective influence a community's perception of heritage.	Self-evaluation allows for the development of a functional and personalized product.
	Global Context	Personal and cultural expression: practice and competency	Globalization and sustainability: consumption	Orientation in Space and Time: Heritage	Personal and Cultural Expression: Product
	Key Concept	Communities	Development	Communities	Development
	Related Concepts	Form, Function	Innovation, Sustainability	Markets and Trends, Perspective	evaluation, function
	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 D: i, ii, iii, iv	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 D: i, ii, iii, iv
	Assessment Tasks	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) Criterion C: Strand 1 – Logical plan (formative) Criterion C: Creating the solution (summative) Criterion C: Final product is a working procedure that instructs someone how to tie a specific necktie knot 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: Evaluating (summative)	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) Criterion C: Strand 1 – Logical plan (formative) Criterion C: Creating the solution (summative) Criterion C: Final product is a product made from recycled material that the student will use as a case for his/her laptop 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: Evaluating (summative)	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) Criterion A: Inquiring and analyzing (summative) Criterion B: Strand 1 – Design specifications (formative) Criterion B: Developing ideas (summative) Criterion C: Strand 1 – Logical plan (formative) Criterion C: Creating the solution (summative) 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) Criterion D: Strand 1 – Testing methods (formative) Criterion D: Evaluating (summative)	Create a product that would be useful for organizing student life.

CISH MYP Visual Arts VP 2021-2022

MYP Year	Subject:	Visual Arts			
	Description:	The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.			
	Collaborators:	Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
1	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
	Content	<p>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.</p> <p>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.</p> <p>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.</p> <p>Forms of Integration: Contextualization Practical solution Personal expression</p>	<p>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.</p> <p>During this unit students will:</p> <p>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.</p> <p>Explore the work of artists that work in this area.</p> <p>Develop ideas and designs in imaginative ways, considering purpose and audience.</p> <p>Be familiar with the materials and control processes, including digital photography, drawing, painting.</p> <p>Interpret visual qualities relating to pattern, colour and composition.</p> <p>Exhibit and critique their own work.</p>	<p>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.</p>	<p>Composition refers to the organisation of the formal elements of art according to the principles of art. Students will learn how to compose and organise an image as a visual context in order to communicate and/or change meaning.</p>
	ATL Skills	<p>Thinking IX. Creative Create original works and ideas; use existing works and ideas in new ways</p>	<p>Thinking IX. Creative Thinking Skills Create original works and ideas; use existing works and ideas in new ways</p> <p>X. Transfer skills Make connections between subject groups and disciplines</p>	<p>Thinking IX Creative Thinking Skills Make unexpected or unusual connections between objects and/or ideas</p> <p>X Transfer skills Combine knowledge, understanding and skills to create products or solutions</p>	<p>Communication Interpret and use effectively modes of non-verbal communication</p> <p>Interpret and use effectively modes of non-verbal communication</p>
	SOI	Technological innovation can impact changes in art and cultures.	Abstract thinking influences the interpretation of the world and its connections to culture.	Visual expression can build and preserve the cultural identity of a community.	Composition can be used to create and communicate personal and cultural meaning.
	Global Context & Area of Exploration	Scientific and technical innovation	Personal and cultural expression: metacognition and abstract thinking	Personal and cultural expression	Personal and cultural expression
	Key Concept	Change	Connections	Communities	Communication
	Related Concepts	Innovation	Interpretation	Expression	Composition
	MYP Objectives	A: i, ii, iii B: i, ii C: i, ii, iii D: iii	A: iii B: ii C: i, ii, iii D: ii	A: i, ii, iii B: i, ii C: i, iii D: i, ii, iii	A: i, ii, iii B: i, ii C: ii, iii D: i, iii

CISH MYP Visual Arts VP 2021-2022

MYP Year	Subject:	Visual Arts			
	Description:	The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.			
	Collaborators:	Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
1	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 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.	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 characteristics that identify visual representation as belonging to that particular community/population/culture.	Formative: 1. Research, notes 2. Sketches of ideas based on research and notes Summative: Series of compositions based on their sketches, using colours.
	2	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
	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 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 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, 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.	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 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 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.	Artists have been intrigued by the nature of perception and by optical effects and illusions for many centuries. They have often been a central concern of art, just as much as themes drawn from history or literature. But in the 1950s these preoccupations, allied to new interests in technology and psychology, blossomed into a movement. Op, or Optical, art typically employs abstract patterns composed with a stark contrast of foreground and background – often in black and white for maximum contrast – to produce effects that confuse and excite the eye. This unit will introduce students to Op Art. They will explore the origins, purpose and influence of Op Art, identify Op Art artworks and develop and create individual works using optical illusions. Different colour schemes can also be used.
	ATL Skills	Thinking VIII Critical Thinking Interpret data Consider ideas from multiple perspectives IX. Creative Consider multiple alternatives, including those that might be unlikely or impossible	Communication Use intercultural understanding to interpret communication Use a variety of media to communicate with a range of audiences Self-management V Reflection skills Focus on the process of creating by imitating the works of others	Communication Interpret and use effectively modes of non-verbal communication Thinking IX Creative Thinking Create original works and ideas; use existing works and ideas in new ways	Research VII Media Literacy Skills Make informed choices about personal viewing experiences Thinking IX Creative Thinking Skills Make unexpected and unusual 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 values 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 can 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	Communication	Aesthetics
	Related Concepts	Representation, Interpretation	Visual culture, expression	Interpretation, style	Innovation
	MYP Objectives	A: iii B: ii C: i, ii, iii D: ii, iii	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii B: i, ii C: i, ii, iii D: ii, iii	A: i, iii B: i, ii C: i, iii D: i, iii

CISH MYP Visual Arts VP 2021-2022

MYP Year		Visual Arts			
		<p><i>The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.</i></p>			
Collaborators:		Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
Curriculum Items		Unit 1	Unit 2	Unit 3	Unit 4
2	Assessment Tasks	<p>Formative:</p> <p>1. Colour theory background. Students will explore and take notes on the colour theory evolution. They will research the ancients and concentrate on the first attempts to include scientific discoveries, especially in the fields of optics and psychology, to advance the understanding of colours. They will also look at colours symbolism in different cultures and note similarities and differences.</p> <p>2. Johannes Itten & the seven colour contrasts. Students will develop their research with the seven colour contrasts devised by Johannes Itten for his preliminary course at Bauhaus. They will find a known artwork to match each of Itten's contrasts and explain their choice.</p> <p>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 Edwin H. Lang and note the contradictions with Albers' theory.</p> <p>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.</p> <p>Summative: Based on your sketches, students will create an acrylic painting on a topic of their choice.</p>	<p>Formative:</p> <p>1. Research and study. Students will research world's masks and find three different masks from three different cultures originating on three different continents. Using their sketchbooks, they will take notes on the origin of the masks, cultural specificity, purpose and use. They will consider the correlation between culture and environment.</p> <p>2. Sketches and studies. Using your research and studies on world's masks, students will propose three sketches for an artwork in a medium of their choice.</p> <p>Summative: Based on their sketches, students will choose one proposal and will create an A3 size artwork in colours.</p>	<p>Formative:</p> <p>1. Students will research the origins, purpose and influence of Pop Art taking notes in their sketchbooks.</p> <p>2. Students will identify Pop Art works of art of their choice analysing and explaining their understanding</p> <p>Summative: Based on their research and analysis, students will develop and create individual works of Pop Art.</p>	<p>Formative:</p> <p>1. Students will research the origins, purpose and influence of Op Art taking notes in their sketchbooks.</p> <p>2. Students will identify Op Art works of art of their choice analysing and explaining their understanding</p> <p>Summative: Based on their research and analysis, students will develop and create individual works of Op Art.</p>
	Unit Title	Art for Show: Shadow Puppets Performance (Developing IDU with Drama)	Thinking Visual: Street Art	Art in the Environment: Sculpture	Understanding Linear Perspective: 1 Point Perspective (Developing IDU with Math)
3	Duration (weeks)	9	9	9	9

CISH MYP Visual Arts VP 2021-2022

MYP Year		Visual Arts			
		<p>Description: The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.</p>			
Collaborators:		Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
Curriculum Items		Unit 1	Unit 2	Unit 3	Unit 4
3	Content	<p>Shadow puppetry is considered the oldest form of puppetry in the world. It likely originated in Central Asia – China in the first millennium BCE. In China the shadow plays are often folk-tales and legends of the past, many based on Chinese opera themes. In Western Europe shadow puppetry enjoyed popularity during the 1800's when the art of cutting silhouettes out of paper was fashionable. In 1926 German shadow puppeteer Lotte Reiniger made the first full length animated film The Adventures of Prince Achmet. Students will study shadow puppetry and the way it works, with a focus on Chinese shadow puppetry and Lotte Reiniger's early works on stop motion animation.</p> <p>Based on a chosen script, students will work in groups taking various roles and delegating various tasks to each other. Using sketchbooks, they are going to work on a series of sketches, outlining ideas for their shadow puppets, create their puppets using black construction paper and prepare for a shadow puppets performance.</p> <p>They will also experiment with light and filters, engineer articulated puppets, and finally, record their own shadow puppets performance. Shadow puppets are just the right toy for any young artist, writer, or stage director.</p>	<p>Street art is a form of artwork that is displayed in public on surrounding buildings, on streets, trains, and on other publicly viewed surfaces. Many instances come in the form of guerrilla art, which is intended to make a personal statement about the society that the artist lives within. The work has moved from the beginnings of graffiti and vandalism to new modes where artists work to bring messages, or just beauty, to an audience.</p> <p>During this unit, students are going to learn about street art and its social and artistic value. They will create their own street artwork and will be encouraged to reflect upon its meaning and their experiences while realising it.</p>	<p>This Unit is about our natural environment and the development of public art in different times and places. It is about the human impact on the environment, about commonality, diversity and interconnection, urban planning, strategy and infrastructure.</p> <p>Since the beginning of times, monumental sculpture was created for the place it was intended to occupy. During this unit, we will study and understand sculpture 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 our 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.</p>	<p>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 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 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.</p> <p>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 one-point linear perspective. They will create their own study of a one-point perspective room interior including its various objects, carefully considering their scale and perspective decrease in the size.</p>
	ATL Skills	<p>Social Manage and resolve conflict and work collaboratively in teams</p> <p>Thinking IX. Creative Create original works and ideas; use existing works and ideas in new ways</p>	<p>Communication Use intercultural understanding to interpret communication</p> <p>Use and interpret a range of discipline-specific terms and symbols</p> <p>Thinking IX. Creative Apply existing knowledge to generate new ideas, products or processes</p>	<p>Social Give and receive meaningful feedback</p> <p>Research VII. Media Literacy Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)</p>	<p>Thinking VIII. Critical Practice observing carefully in order to recognise problems</p> <p>IX. Creative Consider multiple alternatives including those that might be unlikely or impossible</p> <p>X. Transfer Make connections between subject groups and disciplines</p>
	SOI	Social constructions of reality are created and interpreted through cultural and personal narratives.	Any location can become a place to express change through the adaptation to boundaries and constraints.	The human impact on the environment has resulted in innovative changes in the various representations of the world.	Understanding form in space enables the representation of three-dimensional objects in two dimensions using procedures of scale.
	Global Context	Personal and Cultural Expression: Social constructions of reality	Orientation in space and time: Constraints and adaptation	Globalization and sustainability: Human impact on the environment	Orientation in time and space: scale
	Key Concept	Creativity	Change	Change	Form
	Related Concepts	interpretation, narrative	Boundaries	representation, innovation	Representation, Space
	MYP Objectives	A: i, iii B: i, ii C: i, ii, iii D: i, ii	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii B: i, ii C: i, ii, iii D: ii, iii	A: iii B: i, ii C: ii, iii D: i, ii, iii

MYP Year	Subject:	Visual Arts			
	Description:	The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.			
3	Collaborators:	Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
3	Assessment Tasks	<p>Students working both individually 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.</p> <p>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.</p> <p>Formative: 1. Students will research Chinese shadow puppetry and Lotte Reiniger's early works on stop motion animation. They will search for and propose an idea they can use for a shadow puppets performance. 2. Using their sketchbooks students will create a series of sketches outlining their ideas for the shadow puppets to be used in their performance. 3. Based on their sketches students will create the shadow puppets needed for their performance.</p> <p>Summative: Students will record their shadow puppets performance and present it to their teacher and peers.</p>	<p>Formative: 1. 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? 2. 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.</p> <p>Summative: Final artwork. Students will produce their street artwork in their choice of art-making form.</p>	<p>Formative: 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.</p> <p>Summative: Based on your sketches create a three-dimensional maquette of an artwork to be displayed in a public place (indoor or outdoor).</p>	<p>Formative: 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.</p> <p>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.</p>
4	Unit Title	Understanding Linear Perspective: 2 & 3 Point Perspective IDU Mathematics	Film Techniques: Stop Motion Animation IDU English/Chinese Literature	Printing Techniques: Linocut	Turning Points in Art History: Impressionism
	Duration (weeks)	8	9	9	9
	Content	<p>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 horizon line depending on the view used.</p> <p>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 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.</p> <p>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.</p>	<p>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 (clay animation) are most commonly used.</p> <p>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 motion animation, correctly operate the production equipment and produce a five to ten minutes short stop motion animation film.</p>	<p>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 medium at the beginning of twentieth century, promoted by artists like Pablo Picasso and Henri Matisse.</p> <p>During this unit, students will be guided through historical, cultural and conceptual aspects of printmaking with a focus on linocut printing technique. They will use basic Elements of Art and Principles of Design rules to create their printed compositions. Project based 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.</p>	<p>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 possess a magic of their own that captivates the more and less experienced art lover alike.</p> <p>Impressionism represents the grand finale of a particular way of appropriating the world through painting or drawing. This method often termed realism, evolved in Europe in the dawn of the modern 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 instantaneous global influence, it became a turning point in the history of visual arts.</p> <p>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 the modern art as a whole. They will develop their practical skills experimenting with new mediums while referring to the Impressionist painting techniques.</p>

CISH MYP Visual Arts VP 2021-2022

MYP Year	Subject:	Visual Arts			
		Description:	The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.		
	Collaborators:	Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
4	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
4	ATL Skills	Thinking VIII Critical Thinking Practice observing carefully in order to recognise problems IX Creative Thinking Consider multiple alternatives including those that might be unlikely or impossible X Transfer Make connections between subject groups and disciplines	Social Delegate and share responsibility for decision making Thinking IX. Creative Create original works and ideas; use existing works and ideas in new ways	Thinking VIII. Critical thinking Practise observing carefully in order to recognise problems IX. Creative thinking Apply existing knowledge to generate new ideas, products or processes	Self-management V. Reflection Focus on the process of creating by imitating the works of others Thinking VIII. Critical Revise understanding based on new information and evidence
4	SOI	Form and scale in space enables us to represent three-dimensional objects in two dimensions.	Visual cultural narratives communicate an interpretation of symbols and meaning through artistry, craft and creation.	Technical boundaries can be innovatively employed to express a new aesthetic understanding	Philosophies and ways of life can change personal interpretation and cultural expression and its visual representation.
4	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
4	Key Concept	Form	Communication	Aesthetics	Change
4	Related Concepts	Representation, Space	Narrative, visual culture	Innovation, boundaries	Interpretation, Representation
4	MYP Objectives	A: iii B: i, ii C: i, ii, iii D: ii, iii	A: ii, iii B: i, ii C: i, iii D: iii	A: i, iii B: i, ii C: i, ii, iii D: i, iii	A: i, ii, iii B: i, ii C: i, iii D: i, ii
4	Assessment Tasks	Formative: Research and study. Students will research two and three-point perspective to understand its basic rules. Based on their understanding they will practice drawing basic three-dimensional objects (cube, cylinder, sphere) using two and three-point perspective in their sketchbook. Summative: Using their newly acquired knowledge, understanding and skills students will create a three-dimensional drawing of a house and its environment on an A3 paper using two-point linear perspective.	Formative: 1. Students will research various types of stop motion animation (claymation, drawing, lego, etc) while employing their previous knowledge on shadow puppetry. They will study the linked resources and use their sketchbook to note the similarities and differences between the shadow puppets performance they worked on last year and stop motion animation films. 2. Storyboarding. Working in groups and using their sketchbooks, students will present their ideas for a short stop motion animation, between 5-10 minutes long. They will create a storyboard, visually outlining their ideas. The storyboard is an important piece of the course as the entire film structure will be based on it. Start producing your shadow puppets and sets for your film. Summative: Create a stop motion animation between 5 and 10 minutes length. Use any video editing software of your choice. Present it to your peers.	Formative: 1. Research and study Research linocut technique within the various main printing processes and answer the questions below: What makes linocut different from other printing techniques? What are the advantages and limitations of linocut compared with other printing techniques? Case study: Ukiyo-e woodblock printing. Choose an ukiyo-e print from an artist of your choice and formally analyse it focusing on the technique used to create it. Use your sketchbook for your studies. 2. Sketches and studies. Use your sketchbook to take notes and sketch your ideas for a series of linocut prints (minimum three final ideas) mono and/or polychromatic Summative: 1. Final print: Linocut Based on your sketches produce a series of mono and/or polychromatic linocut prints.	Formative: 1. Research and study. Students will research the historical, social and cultural context in which Impressionism emerged. They will consider the causes of the shift in popularity from Academism to Impressionism, and how this change in values lead to the apparition of modern art. They will focus on the difference between the painting techniques employed by both art movements. Students will consider how the invention of photography at the beginning of 19th century influenced the evolution of art in the subsequent decades. They will choose a famous artwork in 1800 and another famous artwork in 1899 and compare them presenting their findings. Case study: The World of Impressionism. Students will research and find the reasons that lead to the adoption of Impressionism in all corners of the world. They will choose a representative Impressionist artist (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.
4	Unit Title	Art in the Environment: Installation	Printing Techniques: Drypoint & Monoprint	Art for Dreaming: Metaphysical & Surrealist Painting	Thinking about Art

CISH MYP Visual Arts VP 2021-2022

MYP Year	Subject:	Visual Arts			
		Description:	The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.		
	Collaborators:	Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
5 5 5 5 5 5 5 5	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Duration (weeks)	8	14	8	7
	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 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 Conway 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 we would hope to understand 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 art or architecture. This unit has been organised so that students can use these two methodologies – formal analysis and contextual knowledge – side by side.
	ATL Skills	Communication Interpret and use effectively modes of non-verbal communication Thinking IX Creative Thinking Generate metaphors and analogies	Thinking VIII. Critical thinking Practise observing carefully in order to recognise problems IX. Creative thinking Apply existing knowledge to generate new ideas, products or processes	Thinking IX. Creative thinking Consider multiple alternatives, including those that might be unlikely or impossible Make unexpected or unusual connections between objects and/or ideas Generate metaphors and analogies	Research VII. Media Literacy Seek a range of perspective from multiple and varied sources Thinking VIII Critical Thinking Gather and organise relevant information to formulate an argument Evaluate evidence and arguments
	SOI	Modern urban planning relies on innovative 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	Globalization and sustainability: Urban planning	Scientific and technical innovation: Processes and solutions	Personal and cultural expression: belief systems	Personal and cultural expression: Language and linguistic systems
	Key Concept	Change	Aesthetics	Creativity	Aesthetics
	Related Concepts	Presentation, Innovation	Innovation, boundaries	Expression, interpretation	Interpretation, Visual culture
	MYP Objectives	A: i, ii, iii B: i, ii C: i, ii, iii D: ii, iii	A: i, iii B: i, ii C: i, ii, iii D: i, iii	A: i, ii, iii B: ii C: i, ii, iii D: i, ii, iii	A: i, ii D: i

CISH MYP Visual Arts VP 2021-2022

5 5 5 5 5	Subject:	Visual Arts			
	Description:	The CISH MYP Visual Arts program is aligned with the IB MYP Arts framework and the New Brunswick (Canada) Board of Education's middle and high school Visual Arts curriculum. The course is taught in 55 minute classes twice per week. Students are offered a 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.			
	Collaborators:	Lucian Stefanescu, Cristina Fisher, Catherine Li, and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
	Assessment Tasks	<p>Formative: 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 installation artwork in an actual place of your choice.</p> <p>Summative: Based on your sketches create a three-dimensional maquette of an artwork to be displayed in a public place (indoor or outdoor).</p>	<p>Formative: 1. Research and study Drypoint and Monoprint. Students will research drypoint and monoprint & monotype techniques within the various main printing processes and answer the questions below: 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 or a printing technique? Explain your choice. What are the similarities and differences between monoprint and monotype? Comparing drypoint and monoprint 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 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 formally analyse one of his artworks. Use your sketchbook for your studies.</p> <p>2. Sketches and studies. Using 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.</p> <p>Summative: 1. Final print: Drypoint Based on their sketches students will produce a series of monochromatic drypoint prints gradually introducing colour if necessary. 2. Final print: Monoprint & Monotype Based on their sketches and their previously produced drypoint prints, students will create a series of mono and/or polychromatic monoprints.</p>	<p>Formative: 1. Research and study. Students will research Metaphysical art and Surrealist art movements understanding the context that gave birth to both. They will note the similarities and differences 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 will formally analyse Dali's painting "The Persistence of Memory" in contrast with Rene Magritte's "The Blank Signature".</p> <p>2. Sketches and studies. In their sketchbook, students will outline several ideas for a Metaphysical and/or Surrealist painting.</p> <p>Summative: Based on their sketches students will create a Metaphysical and/or Surrealist painting using water-based acrylic colours.</p>	<p>Formative: 1. Genres & Subjects 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 interpretational aspects of the works chosen.</p> <p>2. Materials, Techniques & Processes The second part of the course introduces the various materials, techniques and processes used by artists and architects.</p> <p>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.</p> <p>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 made, or were influenced by a particular social or historical event, events or circumstances.</p> <p>5. Patronage & Status The fifth part of the course will introduce two important and inter-related themes: Patronage The social and cultural status of the artist.</p> <p>6. Gender, Nationality & Ethnicity 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.</p> <p>Summative: The summative assessment will ask students to answer a set of 3-4 questions related to each part of the course and formally critique artworks of their choice.</p>

CISH MYP Performing Arts VP 2021-2022

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 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.			
	Collaborators:	Jose Correia, Jonny Turvey, Lucian Stefanescu and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
1	Unit Title	Formal Elements of Music (Dynamics, Pitch, Duration)	The Evolution of Music	An Introduction to Theatre	
	Duration (weeks)	8	8	18	
	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.	Music can evolve by the process of 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 vocabulary.	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, to Play Analysis and Playwriting; finally to Theatre Practice.	
	ATL Skills	Self-Management IV. Affective Demonstrate persistence and perseverance Practise managing self-talk V. Reflection What did I learn about today? What can I do to become a more efficient and effective learner?	Communication Use and interpret a range of discipline-specific terms and symbols. Research VI. Information literacy skills Collect, record and verify data VII. Media literacy skills Compare, contrast and draw connections among (multi)media resources	Self-Management IV. Affective Practise strategies to reduce stress and anxiety Practise positive thinking Practise "bouncing back" after adversity, mistakes and failures Practise failing well Practise dealing with disappointment and unmet expectations	
	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	
	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 portfolio cover design Performance and Reflection	
2	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

CISH MYP Performing Arts VP 2021-2022

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 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.			
	Collaborators:	Jose Correia, Jonny Turvey, Lucian Stefanescu and Sean Miller				
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
2	Content	<p>Percussion instruments are found on every continent and in nearly every society around the world. Percussive traditions have shaped cultures and communities.</p> <p>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..</p> <p>Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent 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 by demonstrating thinking skills, communication skills, self-management and research skills.</p>	<p>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.</p>	<p>Students will investigate prescribed eras in theatre history culminating in a research project that will teach their peers about their era.</p>	<p>An exploration of the genre of Victorian Melodrama for its cultural impact and its depiction of good versus evil.</p>	
	ATL Skills	<p>Research VI. Information literacy skills Make connections between various sources of information</p> <p>Use memory techniques to develop long-term memory</p> <p>Thinking IX. Creative Practice visible thinking strategies</p>	<p>Communication Give and receive meaningful feedback</p> <p>Write for different purposes</p> <p>Thinking IX. Creative Create original works and ideas; use existing works and ideas in new ways</p>	<p>Communication Negotiate ideas and knowledge with peers and teachers</p> <p>Research VI. Information Literacy Collect, record and verify data</p> <p>Make connections between various sources of information</p>	<p>Social Delegate and share responsibility for decision making</p> <p>Take responsibility for one's own actions</p> <p>Self-Management IV. Affective Practice 'bouncing back' after adversity, mistakes, and failures</p>	
	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 in a narrative is dependent on perspective.	
	Global Context	Personal and cultural expression: Ritual and play	Identities and relationships: motivation	Orientation in Space and Time: Eras	Identities and relationships: status	
	Key Concept	Aesthetic	Creativity	Culture	Perspective	
	Related Concepts	Composition, Expression	Audience, presentation	Genre, style	Narrative, role	
	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.	
	3	Unit Title	Formal Elements of Music Review for Performance	Instruments of the World	Devising and Script Writing	An Introduction to Theatre: Staging a Production
		Duration (weeks)	8	10	6	12
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, I 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 world 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.	

CISH MYP Performing Arts VP 2021-2022

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 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.			
	Collaborators:	Jose Correia, Jonny Turvey, Lucian Stefanescu and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
3	ATL Skills	Communication Use appropriate forms of writing for different purposes and audiences Collaborate with peers and experts using a variety of digital environments and media Use and interpret a range of discipline specific terms and symbols	Social Practice empathy Self-Mangement VI. Affective Practice focus and concentration	Social Take responsibility for one's own actions Thinking IX. Creative Apply existing knowledge to generate new ideas, products and processes Create original works and ideas; use existing work and ideas in new ways	Communication Interpret and use effectively modes of non-verbal communication Social Help others succeed Self-management IV. Affective Practice focus and concentration
	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.
	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 Objectives	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i C: iii D: iii	A: i B: i, ii C: i, ii, iii D: iii	A: i, ii, iii B: i, ii C: i, ii, 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 that identifies the idea of expression. They can choose writing or movement to make your presentation. The written option it's to be presented in PPT and live, and created as a poem, text or story.	Summative: D: Responding, Students will plan , rehearse, perform and reflect on their performance of an original rhythm composition. They will demonstrate criterion C (thinking creatively) through a written planning sheet.	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 process.
4	Unit Title	ESSENTIALS OF MUSIC THEORY & PERFORMANCE	Devising and Script Writing	Commedia dell' Arte: The Clown in us All	
	Duration (weeks)	17	4	15	
	Content	ESSENTIALS OF MUSIC THEORY & PERFORMANCE: Some definitions of the music theory terminology include music notation, pitch, scale, modes, rhythm, key signatures, intervals, melody, harmony, chords and chord progressions.	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. 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 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 the devising?	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 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 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.	
	ATL Skills	Self-Management IV. Affective Practice strategies to overcome distractions Practice managing self-talk Practice dealing with change	Social Take responsibility for one's own actions Thinking IX. Creative Apply existing knowledge to generate new ideas, products and processes Create original works and ideas; use existing work and ideas in new ways	Social Practice empathy Take responsibility for one's actions Build consensus	

CISH MYP Performing Arts VP 2021-2022

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 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.			
	Collaborators:	Jose Correia, Jonny Turvey, Lucian Stefanescu and Sean Miller			
	Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4
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 thinking	Identities and relationships: Motivation	
	Key Concept	Aesthetic	Creativity	Creativity	
	Related Concepts	Audience, Expression	Composition, role	Genre, Innovation	
	MYP Objectives	A: i, ii, ii B: i, ii C: i, ii, iii D: i, ii, iii	A: i B: i, ii C: i, ii, iii D: iii	A: i, ii, ii 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 C: Exploring and examining ideas to create art , Why are you creating this? what is the purpose of the performance 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 connect to the global context? How does this performance show development from previous experiences? What outside factors influenced the creative process and creation of this performance? Self-evaluation, peer evaluation	
5	Unit Title	Global Performance	World Music	Art & Artifice: Shakespearean Drama	The Screenwriter's Room
	Duration (weeks)	16	16	16	10
	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 perform 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 Identify strengths and weaknesses of personal learning strategies (self-assessment)	Communication Use appropriate forms of writing for different purposes and audiences Self-Management III. Organization Create plans to prepare for summative assessments (performances) Thinking X. Transfer Make connections between subject groups and disciplines	Self-Management IV. Affective Practice failing well Thinking VIII. Critical Identify obstacles and challenges	Thinking VIII. Critical Create original works and ideas; use existing works and ideas in new ways Practice visible thinking strategies Generate metaphors and analogies
	SOI	Communities create an opportunity for cultural expression to a communal audience.	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	Personal and Cultural Expression: Creation	Globalization and sustainability: Diversity and interconnection	Orientation in space and time: Civilizations and social histories	Personal and Cultural Expression: Artistry
	Key Concept	Communities	Culture	Change	Creativity
Related Concepts	audience, expression	interpretation, style	genre, narrative	Audience, Interpretation	

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	Collaborators:	Jose Correia, Jonny Turvey, Lucian Stefanescu and Sean Miller			
Curriculum Items		Unit 1	Unit 2	Unit 3	Unit 4
5	MYP Objectives	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii
	Assessment Tasks	Summative: Students need to create, compose and arrange a piece or an act that shows the balance between two points of creativity, they can use all kinds of musical, sound, environmental and technological ideas to make the presentation.	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	Modernizing a scene form MacBeth.	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	Subject:	Physical Health and Education			
	Description:	The CISH MYP Physical health and Education program is aligned with the IB MYP Physical health and Education framework and the New Brunswick (Canada) Board of Education's middle and high school Health and Physical Education curriculum. The course is taught in 55 minute classes twice per week.			
	Collaborators:	Owen White, Maria Vasilaki and Sean Miller			
Curriculum Items	Unit 1	Unit 2	Unit 3	Unit 4	
1	Unit Title	Common Sports & Wellbeing Unit	Health unit	Aesthetic Movement Unit	Teamwork & Alternative Games Unit
	Duration (weeks)	10	5	10	10
	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 Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with peers and teachers	Self-management III. Organization skills Managing time and tasks effectively Bring necessary equipment and supplies to class	Research VI. Information literacy skills Access information to be informed and inform others	Social Help others succeed Thinking X. Transfer skills Apply skills and knowledge in unfamiliar situations
	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 Exploration	Identities and Relationships: Health and Well Being	Fairness & Development: Human capability and development	Personal and Cultural Expression	Identities and Relationships
	Key Concept	Communication	Culture	Aesthetics	Communication
	Related Concepts	Balance, Choice	Interaction and Perspectives	Energy, Space	Adaptation, Movement
	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.
2	Unit Title	Core Sports, Health & Wellbeing	Health Unit	Aesthetic Movement	Team Building and Leadership
	Duration (weeks)	10	5	10	10
	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 the world.	Lifestyle choices affect perspectives, relationships and well-being.	Creative movement refines perspectives on the energy used through exchange and interaction.	Teams use creativity to adapt and interact in various environments.	

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MYP Year		Physical Health and Education			
		The CISH MYP Physical health and Education program is aligned with the IB MYP Physical health and Education framework and the New Brunswick (Canada) Board of Education's middle and high school Health and Physical Education curriculum. The course is taught in 55 minute classes twice per week.			
Collaborators:		Owen White, Maria Vasilaki and Sean Miller			
Curriculum Items		Unit 1	Unit 2	Unit 3	Unit 4
2	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 Concepts	Space, Movement	Perspectives, choice	Energy and Refinement	Adaptation, Interaction
	MYP Objectives	B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii	B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii C: i
	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.
3	Unit Title	Target Games Unit	Health Unit	Aesthetic Movement Routine	Body Mechanics Unit
	Duration (weeks)	10	5	10	10
	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 new information and evidence	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 activities can lead to a way of life that encourages the rapid development of skills.	People create balanced systems as they work towards developing personal identity and intimate relationships.	Perspective impacts how societies orient themselves within an aesthetic movement routine.	Difference and inclusion can help the function of a movement form through refinement of technique.
	Global Context	Personal and Cultural Expression: philosophies and ways of life	Identities and Relationships	Orientation in Space and time: duration	Fairness and Development Difference and inclusion
	Key Concept	Development	Systems	Aesthetics	Form
	Related Concepts	Choice	Balance	Movement, Perspectives	Function, Refinement
	MYP Objectives	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii	B: i, ii C: i, ii, iii D: i, ii, iii	A: i, ii, iii C: i, ii, iii
	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.
4	Unit Title	Invasion Games and Leadership	Health Unit	Aesthetic Movement	Using Sport to Build Resilience to Stress
	Duration (weeks)	10	8	8	10
	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 Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with peers and teachers	Thinking VIII. Critical thinking Evaluate and manage risk	Self-management III. Organization skills Create plans to prepare for summative assessments (examinations and performances) Thinking IX. Creative Apply existing knowledge to generate new ideas, products or processes	Thinking VIII. Critical thinking Identify obstacles and challenges Troubleshoot systems and applications

CISH MYP Physical and Health Education VP 2021-2022

MYP Year		Subject:	Physical Health and Education			
		Description:	The CISH MYP Physical health and Education program is aligned with the IB MYP Physical health and Education framework and the New Brunswick (Canada) Board of Education's middle and high school Health and Physical Education curriculum. The course is taught in 55 minute classes twice per week.			
4		Collaborators:	Owen White, Maria Vasilaki and Sean Miller			
		Curriculum Items	Unit 1	Unit 2	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, psychological and social development	Personal and cultural expression: Artistry	Identities and relationships: Health and well-being
		Key Concept	Change	Relationships	Aesthetic	Change
		Related Concepts	Adaptation, Space	Interaction, perspectives	Environment, Movement	Choice, Perspectives
		MYP Objectives	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii	A 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 B i, ii
4		Assessment Tasks	Invasion Games and Leadership Students partaking in a changing variety of games and activities will help build their identity and relationships.	Health Comic / Short Story 1. 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, STI's, social interaction 2. Scenes relate to the topic, Healthy Relationships 3. The story shows your understanding and your ideas are presented clearly	Performance/Dance 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.	Coping with stress The students will investigate how utilizing different coping measures (for stress) can help improve our health and well-being.
		Unit Title	Sports Education Model	Health Unit	Aesthetic Movement Routine	Invasion Games and Training
		Duration (weeks)	10	10	10	10
		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 (examinations and performances) V. Reflection skills Identify strengths and weaknesses of personal learning strategies (self-assessment)	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		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	Development	Relationships	Aesthetic	Change
		Related Concepts	Systems, Refinement	Energy, Environment	Choice, Movement	Function, Systems
		MYP Objectives	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii	A: ii, iii B: i, ii C: i, ii, iii	A i, ii, iii B i, ii C i, ii, iii D i, ii, iii	A i, ii, iii D i, ii, iii
5		Assessment Tasks	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.	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.	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.