

MYP 5 (Grade 10) English

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Dystopian Literature	Communities	Audience & Purpose	Fairness and Development	Dystopian literature serves as a warning to audiences as to the type of society that could exist should we allow human rights to be eroded	Criteria A Criteria B Criteria D	<i>Media Literacy Skills:</i> <i>Demonstrate an awareness of media interpretations of events and ideas (including digital social media)</i>	Generic Conventions of dystopian literature, Nazi Germany propaganda methods, American Propaganda methods (Iraq war) North Korea, China & The Media Brexit Propaganda Fake News(Trump) Coding: Social Media streams (Confirmation Bias)
Argumentative essay 1: 5 paragraph essay	Logic	Point of View	Identities and Relationships	Logical reasoning aids in determining a moral or ethical standpoint.	Criteria A Criteria B Criteria D	<i>Critical Thinking Skills: Evaluate evidence and arguments</i>	Dependant on the ethical issue decided upon.

Satire	Change	Purpose & Style	Fairness & Development	Satire can give impetus or momentum to change or reform through ridicule	Criteria B Criteria C Criteria D	<i>Critical Thinking Skills: Create a novel solution for an authentic problem</i>	Jonathan Swift: A Modest Proposal Horatian & Juvenalian satire Local council issues
Perception Is Reality	Perspective	Context	Globalisation & Sustainability	Truth is in the eye of the beholder	Criteria A Criteria B	<i>Critical Thinking Skills: Consider Ideas from multiple perspectives.</i>	Life of Pi Sophie's World Religious textbooks
Science Fiction Writing	Creativity	Genre & Setting	Orientation in Time and Space	An author vision of the future will often be rooted in the present	Criteria C Criteria D	<i>Creating original works and ideas: Creative Thinking Skills: Using existing works and ideas</i>	The Novel: Martian Dictator Futuristic Scientific Ideas or concept ideas Introducing characters in a scene Dialogue Imagery/Senses
Argumentative essay 2: 5 paragraph essay	Logic	Point of View	Identities and Relationships	Logical reasoning aids in determining a moral or ethical standpoint.	Criteria A Criteria B Criteria D	<i>Critical Thinking Skills: Evaluate evidence and arguments</i>	Dependant on the ethical issue decided upon.

MYP Grade 10 Design

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Digital communication	Communication	Innovation, Perspective	Identities and relationships (Attitudes, Motivation, Independence)	Designers must consider the multiple perspectives of a community that products are created for to build customer relationships.	A,B,C,D	<p><i>Communication</i> Organize and depict information logically</p> <p><i>Thinking</i> Propose and evaluate a variety of solutions</p> <p><i>Thinking</i> Troubleshoot systems and applications</p>	<p>Students will learn the principles of web design (use of html, basic html tags, formatting, inserting images, creating tables and links, use of colour, typography, css).</p> <p>They are required to create a website for a company in Asker without a website.</p>
Video editing	Communication	Innovation, Invention	Identities and relationships (Health and wellbeing)	Short films can be an effective way to communicate positive messages to others.	A,B,C,D	<p><i>Research</i> Understand the impact of media representations and modes of presentation</p>	<p>Students will learn how to use the video editing software, WeVideo.</p>

						<p><i>Thinking</i> Test generalizations and conclusions</p> <p><i>Thinking</i> Use brainstorming and visual diagrams to generate new ideas and inquiries</p>	They will be required to create a video that encourages students, teachers and parents to make healthy and balanced lifestyle choices.
Restaurant Design	Communication	Markets and trends, Innovation	Scientific and technical innovation (Models)	Understanding the market and trends can help one to invent and communicate innovative ideas.	A,B,C,D	<p><i>Research</i> Locate, organize, analyze, evaluate, synthesise and ethically use information from a variety of sources and media.</p> <p><i>Thinking</i> Practice observing carefully in order to recognize problems</p>	Students will use 3D drawing software (Google Sketchup) to design a restaurant fit for a client's needs.

MYP Grade 10 Individuals & Societies

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Factfulness - How do we perceive the world?	Perspective	Choice, Innovation and revolution	Scientific and technical innovation	Facts can be perceived through different perspectives and choices.	A, B C, D	<i>Change the context of an inquiry to gain different perspectives</i> <i>Use social media networks appropriately to build and develop relationships</i>	Do we know that our knowledge is correct? How can we make sure that we are thinking logically and rationally? Will our mindset on how we see the world make it any better? Students will make a Twitter post with a self chosen topic on an issue or a problem we are facing in the world.
Global Tourism	Global Interaction	Sustainability, Network	Globalization and sustainability	Global Interactions have created a shrinking world in which tourism has a global	A, B, C, D	<i>Create references and citations, use footnotes/endnotes and construct bibliography according to</i>	To explore how an increasing interconnected world has created a global network of tourism, we can understand more

				impact.		<p><i>recognised conventions</i></p> <p><i>Use appropriate strategies for organizing complex information</i></p>	<p>of the sustainability.</p> <p>Key concept: To explore how an increasing interconnected world has occurred and how it has created a global network of tourism. Can tourism truly be sustainable?</p> <p>Related: How have links between countries encouraged travel? Can tourism ever be sustainable?</p>
European Imperialism: Empire and Expansion	Global Interaction	Power, Resources	Fairness and development	Competition for resources and power can create inequalities that shape global interactions.	A, C, D	<p><i>Organize and depict information logically</i></p> <p><i>Exercise leadership and take on a variety of roles within groups</i></p>	<p>Students will inquire into what European countries did to gain power over colonized areas of Asia and Africa during the late nineteenth century.</p> <p>Students will explore inequalities created between Europe, Asia and Africa during the early 1900's by competition for resources needed for</p>

							<p>industrialization.</p> <p>Students will explore how competition effects global interactions and how it created inequalities between Europeans and their colonized regions.</p>
Money Talks	Systems	Causality (cause and consequence), Perspective	Scientific and technical innovation	Investment is a system of causality and perspective, and involves opportunity, risk, consequences and responsibility.	C, D	<p><i>Use a variety of media to communicate with a range of audiences</i></p> <p><i>Make connections between various sources of information</i></p>	<p>Students will learn about market systems, different stocks, how they work and learn about opportunity, risk, consequences and responsibility. They will build their own portfolio and reflect on their trading.</p>

<p>How have ideas reflected change in the last 200 years?</p>	<p>Change</p>	<p>Ideology</p>	<p>Identities and relationships</p>	<p>Intellectual and ideological movements have changed our identities and have impacted relationships between nations.</p>	<p>B, D</p>	<p><i>Organize and depict information logically</i></p> <p><i>Use models and simulations to explore complex systems and issues</i></p>	<p>What were some of the key intellectual and ideological movements of the nineteenth and twentieth centuries? How do circumstances impact on ideas? What are the comparisons and contrasts between old and new ideologies? Why do people follow radical ideologies?</p>
---	---------------	-----------------	-------------------------------------	--	-------------	--	--

MYP Grade 10 Mathematics

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Making long-term decisions	Logic	Change, Systems	Identities and relationship (Lifestyle choices)	Is it possible to predict change, just by looking at the logic of systems?	C & D	<i>Communication</i> Organize and depict information logically <i>Critical thinking</i> Test generalizations	Personal finance Wage, income, holiday pay Taxes Interest rates Loan and credit loan Budget and accounting Savings and investments
How many forms has a quadratic?	Relationship	Representation, System	Globalization and sustainability (Scarcity and Natural resources and public goods)	Representing relationships visually and algebraically can allow us to find and optimise 'best case scenarios' and sustainable solutions.	A, B & D	<i>Transfer skills</i> Apply skills and knowledge in unfamiliar situations <i>Information literacy skills</i> Understand and use technology systems.	What is a quadratic equation? Factorization factoring quadratics with $a=1$ factoring quadratics with $a>1$ Solving quadratics using factoring Quadratic formula Drawing a parabola Real life application - related to

							sustainability.
Omskrevne og innskrevne sirkler	Form	Validity, Model	Scientific and technical innovation (System, Model, Methods)	Kunnskap om transformerende former gir oss mulighet til å skape.	B & C	<i>Information literacy skills</i> Understand and use technology systems	Introduksjon til sirkler. Thale's theorem: Korder, diameter, buer, innskrevne vinkler, sentrums vinkler og bue lengde og areal av sektor. Teoremer og sammenhenger i sirkelen: tangenter, tangent stykker og vinkler, sekantvinkelsetning, formlike trekkanter, sirkel likninger og likninger for sirkel tangenter
Are events related or unrelated?	Logic	Representation, System	Personal and cultural expression (Analysis and argument)	Understanding health and making healthier choices results from using logical representations and systems.	A & D	<i>Collaboration skills</i> Make fair and equitable decisions <i>Affective skills</i> Practise focus and concentration	Calculating probability Theoretical Experimental Organizing outcomes Tree diagram Table Dependent and independent events Contingency tables and venn diagrams $P(A \text{ and } B)$, $P(A \text{ union } B)$, $P(A \text{ given } B)$.
Moving in space	Logic	Space, Change	Personal and cultural expression (Entrepreneurship)	Applying mathematical logic to spatial	A, B, C & D	<i>Critical thinking skills</i> Identify obstacles	Theory of vectors Application of vectors and bearings

				dimensions can open personal, cultural and social entrepreneurship opportunities.		and challenges <i>Information literacy skills</i> Collect, record and verify data <i>Communication skills</i> Understand and use mathematical notation	Trigonometry on any triangle: sine rule, cosine rule and area rule.
Are you ready?	Relationship	System	Scientific and technical innovation (Mathematical puzzles)	Your future relationship with mathematics will be determined by your understanding of both traditional and innovative systems.	A/B/C/D	<i>Thinking skills</i> Apply skills and knowledge in unfamiliar situations	How can we summarize 10 years of learning mathematics?

MYP Grade 10 Science

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Hormonal and Nervous	Systems	Balance, consequences, interaction	Identities and relationships	The systems in our bodies interact to keep us in balance, with consequences if the systems fail.	A, D	<p>Information literacy skills - Collect and analyse data to identify solutions and make informed decisions</p> <p>Transfer skills - Apply skills and knowledge in unfamiliar situations</p> <p>Communication - Organize and depict information logically</p>	<p>What is a hormone? What is the nervous system? What is the difference between electrical and chemical signalling in our bodies.</p> <p>How do nerves allow us to react to our surroundings? How are signals transmitted in the brain? How do drugs alter our bodies' control mechanisms?</p>

Quantitative chemistry	Change	Consequences, patterns	Scientific and technical innovation	We can use quantitative patterns to predict changes and consequences in chemical reactions.	A, B, C	Thinking: practise observing carefully in order to recognise problems Interpret data Identify trends and forecast possibilities.	What is a mole? How can we use the concept of moles to make predictions and solve problems in chemistry? How can we follow the progress of a chemical reaction? How can we predict and calculate yield?
Energy transformation	Change	Consequences, energy, environment	Globalisation and sustainability	Energy changes bring about positive and negative consequences.	B, C	Thinking: Use models and simulations to explore complex systems and issues. Thinking: Identify trends and forecast possibilities	What is energy? What is electricity? How is energy transferred in an electrical circuit? What is resistance? What is Ohm's Law? How can we use Ohm's Law to make predictions about circuits?
Genes	Systems	Patterns, models, function	Identities and relationships	Genes are the system by which life functions.	A, D	Use models and simulations to explore complex systems and and issues Revise understanding based on new	What is the structure of DNA? How does DNA code control our cells? How do we inherit characteristics from our parents?

						information and evidence.	Should we use GM food to solve the world's food crisis? Should designer babies be allowed?
--	--	--	--	--	--	---------------------------	---

MYP Grade 10 Physical Education

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Get Involved (Football)	Communication	Interaction	Fairness and Development	How do I impact my team?	A, C,D	<p><i>Communication</i> Read a variety of sources for information and for pleasure</p> <p><i>Social</i> Manage and resolve conflict and work collaboratively in teams</p> <p><i>Self Management</i> What can I do to become a more efficient and effective learner?</p>	Students learn the power of feedback and will assist teams to improve their own performance. Students will also take part in a football tournament.
Narrative movement (Hip Hop)	Communication	Adaptation, Environment	Personal and Cultural Expression	Effective Communication requires adapting to the	B,C,D	<p><i>Communication</i> Use a variety of speaking techniques to</p>	Students choreograph their own hip hop routine, perform it and reflect on the process.

				situation		<i>communicate with a variety of audiences</i> <i>Social</i> <i>Listen actively to other perspectives and idea</i> <i>Self Management</i> <i>Plan strategies and take action to achieve personal and academic goals</i>	
Crossfit (Health and Fitness)	Systems	Energy, Movement, Systems	Identities and Relationships	Understanding body systems helps encourage us to engage in a healthier lifestyle.	A,B,C	<i>Social</i> <i>Self-motivation</i> <i>Practise managing self-talk</i> <i>Self Management</i> <i>Identify strengths and weaknesses of personal learning strategies (self-assessment)</i>	Students create their own WOD (Workout of the Day) and perform their performance.
Evaluating a Player	Perspective	Interactions, Refinement, Choice	Personal and Cultural Expression	Understanding how to evaluate others will aid your performance.	B,D	<i>Communication</i> <i>Give and receive meaningful feedback</i> <i>Reading, writing and using</i>	Students create their own assessment criteria and evaluate a player against the criteria, writing a report with suggested

						<i>language to gather and communicate information</i> <i>Organize and depict information logically</i> <i>Social Working effectively with others</i> <i>Make fair and equitable decisions</i> <i>Thinking Critical thinking skills</i> <i>Analysing and evaluating issues and ideas.</i> <i>Practise observing carefully in order to recognise problems</i>	activities to improve weaknesses.
Softball	Change	Adaptation, Refinement	Scientific and Technical Innovation	Refinement of skills impacts performance	A, C, D	<i>Self-management Managing time and tasks effectively</i>	Students learn and refine their skills in softball, leading to a reflection on their own performance and team collaboration with a focus on shot

						<i>Set goals that are challenging and realistic</i> <i>Thinking</i> <i>Critical thinking skills</i> <i>Creative thinking skills</i> <i>Transfer skills</i>	selection and how they refined their skills depending on the situation.
--	--	--	--	--	--	--	---

MYP Grade 10 Performing Arts

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Winter Concert Unit: Creating a Short Play	Communication	Audience Genre Play Role	Personal and Cultural Expression	There are various considerations in the creation of a play including audience, genre, and role	A B C D	<p>Communication:</p> <p>Give and receive meaningful feedback</p> <p>Collaboration:</p> <p>Delegate and share responsibility for decision-making</p> <p>Creative Thinking:</p> <p>Create original works and ideas</p> <p>Reflection:</p> <p>Keep a journal to record reflections</p>	Students will plan, create, and rehearse a short play to be performed at the winter concert.

Costume in cinema and theatre	Aesthetics	Style Visual Culture	Personal and Cultural Expression	Costume is used in theatre and film to visually demonstrate character, style and culture.	A B C D	Research Subject specific knowledge & understandings	Students will undertake a study into costume design in film and theatre. They will then design their own costume for a character.
Shakespearean Drama	Change	Genre Narrative Play	Orientation in space and time	Shakespearean Drama was groundbreaking in its creation of the conventions of the genre.	A B C D	Thinking Skills Research Collaboration	Students will learn about the conventions of Shakespearean theatre through guided inquiry. They will then rehearse and perform a scene of their choosing from a comedy, tragedy or history play.

MYP Grade 10 Norsk

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Introduksjon	Kommunikasjon	Struktur	Personlig og kulturelt uttrykk	God poesi fremføres med innlevelse.		Kommunikasjon	Språkkunnskap og poesi
Retorikk og taler	Kommunikasjon	Situasjon	Rettferdighet og utvikling	God taleskikk kan bidra til at du overbeviser tilhørerne dine om at det du vil, er best for alle.	AI-IV, AI-III BI-III x2 CI-III DI-V	<i>Kommunikasjon, Tenkning; kritisk Sosialt; Samarbeid</i>	Retoriske grunnbegrep Retorisk analyse av kjent tale Fremføring av tale Klassedebatter
Forfatterskap studie	Forbindelser	Karakter, tema	Personlig og kulturelt uttrykk	Authors make creative decisions when constructing a novel.	AI-IV x2 BI, BII, BIII BI-III x2 CI-III DI-V D1-4	<i>Kommunikasjon,</i>	Fordypningsoppgave i selvvalgt norsk forfatterskap
Språk og dialekter	Kommunikasjon	Stil, sammenheng (situasjon)	Identitet og forhold	Dialektene i Norge har høy status sammenlignet med andre land, imidlertid		<i>Kommunikasjon Undersøkelse (Research)</i>	Målmerker, svensk, dansk språk og tekst, nynorsk språk og tekst. Sosiolekter og slang.

				definerer situasjonen også det språklige uttrykket.			
Sofies verden (hele året - ikke en egen periode)					CI-III		Litteratur, filosofi, kjente filosofer, å stille spørsmål ved det en vet, å se viten i historisk lys, å skrive reflekterende, utforskende tekster.

MYP Grade 10 Spanish

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Mi barrio y mi comunidad	Connections	Meaning, purpose	Orientation in space and time	We communicate messages with different purpose about the place we live in and are connected to.	C, D	<p>Communication skills: negotiate ideas with teachers and peers</p> <p>Research skills: digital tools</p>	<ul style="list-style-type: none"> ● Describe neighbourhood ● Vocabulary related to buildings / natural features ● Talk about professions that exist in own community ● Characteristics of different communities ● Give directions <p>Grammatical</p>

							competencies: <ul style="list-style-type: none"> • Adjective / noun and verb agreement • Verbs 'ser', 'hay', 'estar'
Nos vamos de viaje	Creativity	Context, meaning	Orientation in space and time	The information we create and communicate about travel have a meaning that change depending on the context	A, B, C, D	Communication skills: intercultural understanding Social skills: working in teams. Taking on different roles	<ul style="list-style-type: none"> • Talking about clothing/description of clothing • Talking about the weather • Talking about activities you can do on holidays • Transport • Going shopping Grammatical competencies: <ul style="list-style-type: none"> • Adjective / noun agreement • Demonstratives

							<ul style="list-style-type: none">• Preterito indefinido• Irregular verbs
--	--	--	--	--	--	--	--

MYP Grade 10 Mandarin

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	ATL skills	Content
Chinese Meal	Culture	Message and function	Orientation in space and time	The function of the Chinese meal reflects the deep cultural messages, history and natural resources.	Communication skills -Making effective summary notes for studying	<ul style="list-style-type: none"> • Food as a cultural symbol • Dining customs in China • Chinese food • Local Chinese cuisines • Every dish has a story • Chinese language to cook a Chinese dish • Techniques to make a video
Chinese Paper Cutting	Connections	Meaning	Orientation in space and time	Learning about popular culture in past decades helps us make connections and enhance	Communication skills -Organize and depict information logically	<ul style="list-style-type: none"> • Review the previous knowledge linked to this unit, such as Chinese

				meaning in our current society.		<p>crafts, animals and colors</p> <ul style="list-style-type: none"> • Learn different paper cutting styles in China • Learn the vocabulary and sentence structure related to paper cutting. • Make a paper cut on a Chinese zodiac animal.
Visit Friends	Connections	Function, context	Identities and relationships	The important function of meeting friends is to help connect people and develop their identity and relationship.	Communication skills -Negotiate ideas and knowledge with peers and teachers	<ul style="list-style-type: none"> • New vocabulary on describing houses • Measure words for food and drinks • Introduce a new friend • Comment on food and drinks • Different ways to ask for food and drinks, such as 你有什么？你有没有咖啡？我想

						<p>喝苹果汁。</p> <ul style="list-style-type: none"> • Different ways to offer food and drinks, such as 你想喝咖啡还是茶？ • Connective words--还是 • Role-play between students
Famous Cities Across the World	Global interaction	Audience, Word choice	Globalization and sustainability	People visiting famous cities around the world causes global moving and interaction.	Research skills -Collect, record and verify data	<ul style="list-style-type: none"> • Review the knowledge linked to this unit • New words on introducing a city (including country name, city name, capital city or not have you been there? the local language(s), cultural or political or tourist center, ect). • New vocabulary on introducing famous sites:

						<p>a, names (这是...zhè shì), b, location (从..., 坐...到... /cóng..., zuò... .. (time) dào.....), c, biggest or not (最大 (est form)...zuì dà), d, entrance ticket (门票: mén piào), e, many visitors or not (许多游客: xǔ duō yóu kè)</p> <ul style="list-style-type: none"> • Vocabulary on describing animals, such as appearance. • learn how to use a learning tool---Line dictionary
--	--	--	--	--	--	---