

**MYP 2 (Grade 7) English**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content	Summative assessment
Novel: A Monster Calls	Connections Relationships	Character Purpose	Orientation in time and space	Literature can demonstrate the importance of personal connections and relationships in peoples' lives	A) i, ii, iii B) i, ii, iii D) i, ii, iii, iv	Communication; make inferences and draw conclusions & structure information in summaries, essays and reports	Class reading	Character analysis of the protagonist.
Text types & styles portfolio	Communication	Audience imperatives Genre	Personal and cultural expression; languages and linguistic systems	Different text types communicate using specific language depending on genre and audience.	B) i, ii, iii C) i, ii, iii D) i, ii, iii, vi	Communication: use appropriate forms of writing for different purposes and audiences	Features of different text types (argue/ inform / persuade / describe)	Creating a portfolio of different writing types
Girls, Girls, Girls	Perspective	Context Character Theme Gender	Fairness and development: Students will explore access to	Gender roles are often stereotyped and	A) i, ii, iii, iv B) i, ii, iii C) i, ii, iii D) i, ii, iii, iv	Self-management: Reflection skills Thinking: Critical thinking	Through the study of a range of texts, the students will consider the	Oral presentation

		Culture	equal opportunities.	reinforced through cultural texts.		skills	influence of cultural practices of societies with specific reference to females. Texts will include: My Name Is Parvana by Deborah Ellis, analysis of marketing strategies reinforcing/breaking gender stereotypes, exploring some of the new advances of the suffragettes and viewing the documentaries Search for the Afghan Girl and My Big Fat Gypsy Wedding.	
Short story: Lamb To The Slaughter	Culture	Context Theme Point of view	Personal and cultural expression	Stories help provide an understanding of moral dilemmas through context and setting	B) i, ii C) i, ii D) i, ii, iii	Communication skills; make inferences and draw conclusions  Reflection skills; consider ethical, cultural and environmental implications	Research into social, cultural and historical background of the short story	Diary entry

**MYP Grade 7 Design**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Dream Room	Development	Innovation	Identities and relationships (Lifestyle choices)	Identity can be reflected through the development of innovative and smart design.	A,B,C,D	<p><i>Self-management</i> Develop new skills, techniques and strategies for effective learning</p> <p><i>Research</i> Collect and analyse data to identify solutions and make informed decisions</p> <p><i>Research</i> Seek a range of perspectives from multiple and varied sources</p> <p><i>Thinking</i> Troubleshoot</p>	<p>Students will learn how to use Google Sketchup.</p> <p>Using Google Sketchup, students are required to design the dream room for a boy or girl their age.</p>

						systems and applications	
Made in Space	Systems	Form, Function, Resources	Scientific and technical innovation (Systems, models, methods)	The form of a resource may need to be altered to function more effectively in different environments.	A,B,C,D	<p><i>Self-management</i> Create plans to prepare for summative assessments</p> <p><i>Research</i> Understand and use technology systems</p> <p><i>Thinking</i> Create novel solutions to authentic problems</p>	Using <i>TinkerCad</i> , students are required to create a 3D printable tool that would be useful for astronauts in outer space.
Scratch quiz	Communication	Function, Invention	Identities and relationships (Motivation)	To invent an engaging quiz, clear communication and an understanding of the target audience is vital.	A,B,C,D	<p><i>Thinking</i> Propose and evaluate a variety of solutions</p> <p><i>Thinking</i> Identify obstacles and challenges</p>	Using Scratch programming, students are required to create an engaging and interactive quiz for their classmates.
Trash to treasure	Systems	Resources, Sustainability	Globalization and sustainability (Human impact on the environment)	Upcycling materials by creating new products supports a sustainable	A,B,C,D	<p><i>Thinking</i> Generate novel ideas and consider perspectives</p>	Students are challenged to create a product of artistic and/or environmental value using waste materials.

				system that reduces our impact on the environment		<i>Thinking</i> Create original works and ideas; use existing works and ideas in new ways	
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**MYP Grade 7 Individuals & Societies**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Ancient Greece	Time, place and space	Sustainability, Civilization	Orientation in space and time	The legacy of the Ancient Greece civilization lives on.	A, B, C, D	<p><i>Use a variety of media to communicate with a range of audiences</i></p> <p><i>Use appropriate strategies for organizing complex information</i></p> <p><i>Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)</i></p>	Students are required to investigate key subject areas, of which many were influential in the development of systems in the ancient greek environment.

Natural Environments	Systems	Causality (cause and consequence), Choice, Sustainability.	Globalization and sustainability	The relationships between living and non-living things in different environments can be viewed as a system, and sustainability measures can help these environments to last into the future.	A, D	<p><i>Use a variety of organizers for academic writing tasks</i></p> <p><i>Access information to be informed and inform others</i></p> <p><i>Propose and evaluate a variety of solutions</i></p>	<p>Students will need to research examples of human behaviour, or other factors that impact an environment. Including global warming etc. They then need to use this information to respond to the summative assessment question, Is human behaviour the biggest threat to our natural environments?</p> <p>Students will investigate and explore about how human behaviour can help/support our natural environments.</p>
Tourism and Conflict	Global interaction	Culture, Identity, Perspective	Fairness and Development	Perspective and informed choices allow us to be responsible tourists globally	A, B, C, D	<p><i>Research VII. Media literacy skills</i></p> <p><i>Interacting with media to use and create ideas and information</i></p> <p><i>Locate, organize, analyse, evaluate, synthesise and ethically use information from a</i></p>	<p>Students look at examples of different types of tourism, focussing on why people travel, the impact tourism has on local environments. Students create their own eco-tourism resort after looking at examples. Students also look at examples</p>

						<p><i>variety of sources and media (including digital social media and online networks)</i></p> <p><i>Thinking VIII. Critical thinking skills Analysing and evaluating issues and ideas Consider ideas from multiple perspectives X. Transfer skills Utilizing skills and knowledge in multiple contexts Inquire in different contexts to gain a different perspective</i></p>	<p>of countries that are in some kind of conflict and what might attract tourists to these countries.</p> <p>Students use the information from the unit to create a tourism brochure or media pack to advertise a country in conflict, what the conflict is but why it is still a country worth visiting.</p>
World Religions	Global interaction	Identity, perspective	Personal and cultural expression	Belief systems provide guidance to people in different ways and can shape personal identity and culture.	A, C, D	<p><i>Communication I. Communication skills Reading, writing and using language to gather and communicate information Write for different purposes</i></p>	<p>Students will look at the 5 major world religions and gain knowledge and understanding of their beliefs, history, gods, important festivals and days as well as the gods and symbols that hold importance in each religion. .</p>



						<p><i>Research</i>  <i>VI. Information literacy skills</i>  <i>Finding, interpreting, judging and creating information</i>  <i>Access information to be informed and inform others</i></p> <p><i>Thinking</i>  <i>VIII. Critical thinking skills</i>  <i>Analysing and evaluating issues and ideas</i>  <i>Consider ideas from multiple perspectives</i></p>	<p>Students will then use this information to write a report comparing the similarities and differences of these 5 religions.</p>
Rivers and Flooding	Change	Causality (cause and consequence), Processes, Resources	Globalisation and Sustainability	Humans adapt their environment to combat the adverse effects of natural forces.	A, B, C, D	<p><i>Communication</i>  <i>I. Communication skills</i>  <i>Exchanging thoughts, messages and information effectively through interaction</i>  <i>Give and receive meaningful feedback</i></p>	<p>Students will learn about the causes and consequences of flooding and what is being done to prevent flooding. They will look at examples from Norway as well as other countries around the world.</p>

						<i>Use a variety of media to communicate with a range of audiences Collaborate with peers and experts using a variety of digital environments and media</i>	
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**MYP Grade 7 Mathematics**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
The history of integers	Logic	Change, Simplification	Orientation in space and time (Evolution, Constraints and adaptation)	Change and simplification can be used to understand the logic of evolution.	C	<i>Communication</i> Take effective notes in class	Calculation and investigation of integers  Mental mathematics  History of number systems
Communicating a message through formulas	Form	Model, Pattern	Scientific and technical innovation (Mathematical puzzles, Principles and discoveries)	Form and patterns are used in everyday life to effectively model a message.	A, B	<i>Critical thinking</i> Interpret data  <i>Communication</i> Understand and use mathematical notation	Algebraic expressions Sequences Patterns in algebra and geometry Equations and coordinate systems
Data - a picture of society	Relationship	Generalization, Representation	Globalization and sustainability (Data-driven decision-making)	A possible representation and generalization	A, B, C, D	<i>Information literacy</i> Collect, record and verify data	Statistical landmarks  Data collection and surveys

				of the world can be presented by using a logical mathematical approach to highlight patterns, trends, relationships and changes in society.		<i>Information literacy</i> Access information to be informed and inform others  <i>Media literacy</i> Seek a range of perspectives from multiple and varied sources	Read and understand graphs  Present statistics and findings in tables and graphs, and evaluate/discuss findings
Ratio and proportions: Competition and cooperation	Logic	Equivalence, quantity	Identities and relationships	Using a logical process to simplify quantities and establish equivalence can help analyse competition and cooperation.	A, D	<i>Communication</i> Organize and depict information logically  <i>Affective skills</i> Practice positive thinking	Ratio Proportional relationship Strategies for proportional reasoning
Build a zoo	Form	Generalization, Space	Orientation in space and time (Scale)	The form of actual shapes can be measured into scale models.	A, C, D	<i>Information literacy</i> Make connections between various sources of information  <i>Creative thinking</i> Apply existing knowledge to generate new ideas, products or	Circle investigation Triangle investigation Volume investigation Measurements and conversion

						processes	
What are the odds?	Logic	System, Validity	Fairness and development (Imagining a hopeful future)	Logic allows us to calculate probabilities and evaluate statistics to help make informed decisions in our daily life.	A, B, C, D	<i>Collaboration</i> Listen actively to other perspectives and ideas Encourage others to contribute  <i>Communication</i> Make inferences and draw conclusions	Language of probability  Calculation of probability  Theoretical vs. experimental probability

**MYP Grade 7 Science**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Atoms, elements and compounds	Systems	Models, Patterns	Scientific and technological innovation	Systems like the periodic table allow us to understand and model chemical patterns.	A, D	Research skills: Access information to be informed and inform others, Collect and analyse data to identify solutions and make informed decisions Thinking: interpret data, draw reasonable conclusions and generalisations.	What is an atom? What is an element? What is the periodic table? Why is the periodic table organised the way it is? How do atoms combine to form compounds? What is the difference between a chemical and physical change?
Our Place in Space	Systems	Evidence, movement, models	Orientation in Space and Time	We use evidence and models to help us understand the solar	B, C	Critical thinking skills Formulate factual, topical, conceptual and debatable questions, Use	How big is space? What is gravity? What is the scale of the solar system? What are black holes? What are stars? How do we

				system and the universe		models and simulations to explore complex systems and issues Identify trends and forecast possibilities	know about the universe?
The Human Body	Systems	Function, Energy, Interaction	Identities and relationships	Our health is influenced by our body systems' interactions with each other and our environment.	A, D	Research: access information to be informed and to inform others, make connections between various sources of information.  Critical thinking: using models and simulations to explore complex systems and issues	How does our body get the energy it needs? How do we digest food? How do we breathe? How do oxygen and sugar reach our cells? What is respiration? What happens when our heart muscle is deprived of oxygen? How do our modern lives affect our health?
Our Active Planet	Change	Consequences, interaction, movement, transformation	Orientation in Space and Time	Our planet is dynamic and undergoing constant transformation.	B, C	Research: Information literacy Make connections between various sources of information Thinking: Critical thinking skills	What can we learn from rocks? How do rocks change? How are rocks formed? How are rocks recycled?

						Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding	
Electricity	Systems	Energy, function, models	Scientific and technical innovation	Models can help us to understand how complex scientific systems function	B, C	Thinking: Use models and simulations to explore complex systems and issues. Thinking: Identify trends and forecast possibilities	What is electricity? What is a conductor? How can we use diagrams to represent circuits? How do we construct an electrical circuit? How can we use models to explain the behaviour of electricity in a circuit? Can electricity be used up? What is the difference between electricity and energy?



**MYP Grade 7 Physical Education**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Brooms Up!	Development	Adaptation Refinement	Fairness and Development	Progress is the key to successful development	A,C,D	<p><i>Social</i> Help others to succeed</p> <p><i>Self Management</i> Practise “bouncing back” after adversity, mistakes and failures</p> <p><i>Thinking</i> Apply skills and knowledge in unfamiliar situations</p>	Students complete mini tasks throughout the unit before taking part in a Quidditch tournament and reflecting on their performance.
Let's Get Physical (Fitness)	Change	Choice, Movement	Identities and Relationships	Altering / changing your movements can influence your physical development	A,B,C,D	<p><i>Communication</i> Use a variety of speaking techniques to communicate with a variety of audiences</p>	Students prepare, plan and perform a fitness workout connected to a sport of their choice. They then need to teach it to the rest of the class

						<i>Social</i> <i>Exercise leadership and take on a variety of roles within group</i> <i>Self Management</i> <i>Focus on the process of creating by imitating the work of other</i>	and complete a reflection.
Sign Language (Basketball)	Change	Function, Refinement	Fairness and Development	Rules play a vital role in organised sport.	A,C,D	<i>Social</i> <i>Manage and resolve conflict and work collaboratively in teams</i> <i>Make fair and equitable decisions</i> <i>Negotiate effectively</i>	Students learn the fundamentals of basketball from a player and referee perspective. Students will referee a match and reflect on their performance.
Take a knee (Football)	Communication	Choice, Space	Orientation in Space and Time	Using peer evaluation to plan improvements helps one to gain confidence and perform at a higher level	C,D	<i>Social</i> <i>Delegate and share responsibility for decision-making</i>  <i>Self Management</i> <i>Identify strengths and weaknesses of personal learning strategies (self-assessment)</i> <i>Keep a journal to record reflections</i>	Students take on the role as coach and observe a teams performance and give appropriate feedback to aid in improving the teams performance. Students also take part in a football tournament.

<p>How much do you want it? (Athletics)</p>	<p>Development</p>	<p>Choice, Refinement</p>	<p>Identities and Relationships</p>	<p>Though a detailed plan we can maximise the ability to develop our skills and technique.</p>	<p>B,C</p>	<p><i>Self Management</i>  <i>Set goals that are challenging and realistic</i>   <i>Practise focus and concentration</i>  <i>Develop new skills, techniques and strategies for effective learning</i></p>	<p>Students create their own training regime in preparation for the upcoming Athletics carnival,</p>
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**MYP Grade 7 Performing Arts**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Introduction to Drama	Communication	Expression	Personal and Cultural Expression	Expression in drama relies on the effective communication and interpretation of ideas	A B	Communication Collaboration	Students will be introduced to the key elements, vocabulary and skills needed in the performing arts.
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	Communication: Give and receive meaningful feedback  Collaboration: Delegate and share responsibility for decision-making  Creative Thinking: Create original works and ideas	Students will plan, create, and rehearse a short play to be performed at the winter concert.

						Reflection: Keep a journal to record reflections	
Dance Around the World	Identity	Style, Audience, Expression, Genre	Personal and Cultural Expression	Dance is an important means of expressing identity and culture around the world.	A B C D	<p>Social Working effectively with others Give and receive meaningful feedback</p> <p>Thinking Generating novel ideas and considering new perspectives Create original works and ideas; use existing works and ideas in new ways</p>	Students will learn about different cultural dance styles through guided inquiry and independent research. They will then choreograph and perform a cultural dance of their choosing.
Silent Theatre	Communication	Genre, Style, Expression	Personal and Cultural Expression	Character and plot can be clearly expressed through facial expressions, body language, gestures and other movements, without the use of verbal communication.	A B C D	<p>Research</p> <p>Communication</p>	Students will learn about the history of silent cinema and mime through guided inquiry and independent research. They will then devise a piece of silent theatre in groups and perform.

**MYP Grade 7 Mandarin**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Beijing Opera	Aesthetics	Function, meaning	Personal and cultural expression	The function of the traditional arts helps to improve people's cultural and historical awareness and understanding	D	Communication skills --Use intercultural understanding to interpret communication Organization skills --Create plans to prepare for summative assessments (examinations and performances)	<ul style="list-style-type: none"> <li>• Introduce Beijing opera</li> <li>• Main characters in Beijing opera</li> <li>• Symbolic meanings of Beijing opera masks</li> <li>• Colors</li> <li>• The meanings of different colors in Beijing opera masks</li> </ul>
Clothes and Globalization	Global interaction	Conventions, form	Globalization and sustainability	Globalisation promotes people to wear similar or even identical forms of clothes.	A, B, C	Communication skills --Negotiate ideas and knowledge with peers and teachers Information literacy skills--Collect, record and verify data	<ul style="list-style-type: none"> <li>• Chinese traditional clothing</li> <li>• Vocabulary about clothes</li> <li>• Use colors to describe clothes</li> <li>• Measure words for clothes</li> <li>• Adjectives for clothes</li> <li>• Facial appearance</li> </ul>

							<ul style="list-style-type: none"> <li>• Cultural and grammatical points</li> </ul>
Food and Culture	Culture	Context, function	Personal and cultural expression	The function of food expresses the uniqueness of different cultures and personal belief.	B, D	<p>Communication skills --Use intercultural understanding to interpret communication</p> <p>Collaboration skills --Listen actively to other perspectives and ideas</p>	<ul style="list-style-type: none"> <li>• Different food, drinks and fruits</li> <li>• Express likes and dislikes</li> <li>• Chinese food culture, such as rice</li> <li>• Cultural influences on food eating habits</li> <li>• Time expressions - week</li> <li>• Cultural and grammatical points</li> </ul>
Traditional Chinese Festival Mid-Autumn Festival	Culture	Context, message	Personal and cultural expression	The traditional festival celebration is one of the ways to reflect the meaning of culture, beliefs and values.	A, C	<p>Communication skills --Give and receive meaningful feedback</p> <p>Collaboration skills --Listen actively to other perspectives and ideas</p>	<ul style="list-style-type: none"> <li>• Extend learning on time expressions- words for days, months, years , yesterday, tomorrow, today, last year, this year, and next year</li> <li>• Introduce Mid-Autumn Festival and how do Chinese celebrate it in the ancient time and today?</li> <li>• Introduce Mid-Autumn Festival food</li> <li>• Understand the words for the</li> </ul>

							<ul style="list-style-type: none"> <li>months of the year</li> <li>• What date is/was today/yesterday/tomorrow</li> <li>• Ask and tell the date of Mid-Autumn Festival</li> <li>• Extend learning on the date: when is your birthday?</li> <li>• The birthday song in Chinese</li> <li>• Cultural and grammatical points</li> </ul>
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**MYP Grade 7 Norwegian**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Si det!	Kommunikasjon	Perspektivtaking Setting	Identitet og relasjoner	Vi kan kommunisere vår egen identitet til en lytter ved å benytte vårt eget perspektiv.	C 1-3 D 1-5	Tenkeferdigheter Undersøkelsesferdigheter Kommunikasjonsferdigheter	Vi utforsker de retoriske byggestenene i taler og debatttekster.
Uten adgang til riket	Tid, sted og rom	Kontekst Setting	Rettferdighet og utvikling	Ved å utforske jødernes situasjon	A 1-4 B 1-3	Sosiale ferdigheter Kommunikasjonsferdigheter	Gjennom ulike medier lærer vi om



				over en lengre tidslinje kan vi lære mer om fallgruver som marginalisering, utenforskap og ufred.		rdigheter Undersøkelsesferdigheter	monoteistisk religion og utestenging over flere århundrer.
Språksnakk	Kultur	Mottaker Egenuttrykk	Orientering i rom og tid	Gjennom kunnskap om talemåter kan man lettere forstå ulike mottakere og kulturelle forventninger.	A 1-4	Kommunikasjonsferdigheter Tenkeferdigheter	Vi lærer om språksituasjonen i Norge før og nå.
Kriminelt bra	Kreativitet	Karakter Sjanger	Personlig og kulturelt uttrykk	Spenningsfortellinger lærer oss sjangerforståelse, bruk av kreative evner, og viser oss en karakter sin utvikling.	C 1-3 D 1-5	Kommunikasjonsferdigheter Sosiale ferdigheter Selvledelse	Vi bruker auditive, visuelle og verbale fortellinger i arbeid med skriving.
Vårt lille land	Kultur	Mening Setting	Rettferdighet og utvikling	En kultur etableres og vokser fram i en bestemt setting der regler og verdier skal gi deltakerne samhold og mening.	B 1-3 D 1-5	Undersøkelsesferdigheter Kommunikasjonsferdigheter Tenkeferdigheter	Vi lærer om Grunnloven fra 1814, innholdet i grunnloven og situasjoner der loven utfordres.