

MYP 3 (Grade 8) English

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Lamb to the Slaughter	Culture	Context Point of view Theme	Personal and Cultural Expression	Stories help provide an understanding of moral dilemmas through context and setting.	A, B, D	<p><i>Communication:</i></p> <p><i>(Make inferences and draw conclusions)</i></p> <p><i>(Organize and depict information logically)</i></p> <p><i>(Structure information in summaries, essays and reports)</i></p> <p><i>Self-Management:</i></p> <p><i>Reflection:</i></p> <p><i>(Consider ethical, cultural, and environmental implications)</i></p> <p><i>Thinking Skills: Critical Thinking</i></p> <p><i>(Develop contrary and opposing arguments)</i></p>	Students will read and analyze a short story, identifying literary techniques and elements. Following the story, students explore the question, "Is murder always wrong?"

Creative Writing	Communication Systems	Self-expression Style	Personal and Cultural Expression	Language is based on numerous complex systems.	B, C, D	<i>Thinking Skills: Creative Thinking</i> <i>(Create original works and ideas using existing works and ideas in new ways)</i>	Students will discover various examples of creative writing and produce their own piece.
Romeo & Juliet (Leili and Mejnun)	Relationships	Theme	Orientation in Space and Time	Some themes relating to human relationships are timeless and transcend cultural and geographical boundaries.	A, B, C, D	<i>Communication:</i> <i>(Write for different purposes)</i> <i>Research: Information Literacy Skills</i> <i>(Create references and citations)</i>	Students will read and analyze various key elements and themes from Romeo and Juliet and write for a variety of purposes.
Poetry, Culture, and Music	Culture Time, Place and Space	Self-Expression	Personal and Cultural Expression	Globalization's impact on cultural identity can be witnessed through self expressions.	A, B, C, D	<i>Communication:</i> <i>(Use a variety of speaking techniques to communicate with a variety of audiences.)</i> <i>Research: Information Literacy Skills</i> <i>(Understand and interpret intellectual property rights.)</i>	Students will explore various examples of poetry and music before writing and recording their own.

MYP Grade 8 Design

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Medieval Castles	Communities	Innovation, Resources	Orientation in space and time (Natural and human landscapes and resources)	Medieval castles reflect how communities lived at the time through their innovative use of natural and human resources.	A,B,C,D	<p><i>Communication</i> Organize and depict information logically</p> <p><i>Self-management</i> Create plans to prepare for summative assessments</p> <p><i>Thinking</i> Combine knowledge, understanding and skills to create a product</p>	<p>Using raw materials, students are to build a medieval castle for Norman Baron William de Clare (approx time frame 1000-1150).</p> <p>Students will need to investigate castles build at the time era given, which will allow them to understand more about life at that time, and how the available resources were used.</p>
Game making	Development	Function, Markets and trends	Personal and cultural expression	Software development is a creative	A,B,C,D	<p><i>Communication</i> Use a variety of organizers for</p>	Using scratch programming, students will be

				process, which can be used to create functional games with market value.		academic writing tasks <i>Self-management</i> Create plans to prepare for summative assessments <i>Research:</i> Make connections between various sources of information	challenged to create their own game.
3D Eco House	Development	Ergonomics, Sustainability	Globalization and sustainability (Urban planning, strategy and infrastructure)	Innovative architecture and smart home design can assist populations to live sustainably with the environment.	A,B,C,D	<i>Research</i> Collect and analyze data to identify solutions and make informed decisions <i>Research</i> Identify primary and secondary sources <i>Thinking</i> Create original works and ideas; use existing works and ideas in new ways	Using Google sketchup, students are required to create an Eco friendly house for an environment of their choosing.
Lego	Communication	Ergonomics,	Orientation in space	Effective	A,B,C,D	<i>Social</i>	Students will learn

<p>Robotics - Obstacle course</p>		<p>Evaluation</p>	<p>and time (Evolution, constraints and adaptation)</p>	<p>programming of robots needs trial and error, and our communication with robots allows us to learn more about our world.</p>		<p>Manage and resolve conflict and work collaboratively in teams</p> <p><i>Social</i> Build consensus</p> <p><i>Research</i> Understand and use technology systems</p> <p><i>Thinking</i> Propose and evaluate a variety of solutions</p> <p><i>Thinking</i> Troubleshoot systems and applications</p>	<p>how to build a robot using Lego.</p> <p>Students will learn how to use Lego Mindstorms software to program a robot. This will include using a range of sensors, including touch, colour and ultrasonic.</p> <p>Students are required to build and program a robot to complete an obstacle course.</p>
-----------------------------------	--	-------------------	---	--	--	--	--

MYP Grade 8 Individuals & Societies

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Medieval Europe	Time, place and space	Conflict, Cooperation, Civilization	Orientation in space and time	Natural and human landscapes and resources allow civilisations to emerge and develop in cooperation and conflict with each other.	A, C, D	<p><i>Use appropriate forms of writing for different purposes and audiences</i></p> <p><i>Make inferences and draw conclusions</i></p> <p><i>Structure information in summaries, essays and reports</i></p> <p><i>Make connections between various sources of information(including digital social media and online</i></p>	<p>Students will need to inquire into the different landscapes and resources in each required location to help them decide the best place for a castle.</p> <p>Students work to find relevant information about Medieval Castle through a range of varying tasks in which they will then have to demonstrate in their summative assessments.</p> <p>This unit allows for the development of student's written skills. Students will practice the style of writing</p>

						<i>networks)</i> <i>Gather and organize relevant information to formulate an argument</i> <i>Develop contrary or opposing arguments</i>	needed for the summative assessment.
Death Penalty	Perspective	Causality, Power	Fairness and development	Different perspectives give us the power to decide what's fair and just.	A, B, C, D	<i>Structure information in summaries, essays and reports</i> <i>Use appropriate strategies for organizing complex information</i> <i>Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</i>	<p>Students will understand what death penalty is and how it is practiced in the world</p> <p>Students will understand the causes and consequences of death penalty</p> <p>Students will understand how organizations are working with these challenges and they will make their own campaign based on requirements from these organizations.</p>
China Essay	Perspective	Causality	Orientation in space	According to	A,, D	<i>Write for different</i>	Students will analyze

		(cause and consequence), Sustainability	and time	some, there is a need to control the direction of a society and the direction of how a essay is written to ensure that chaos does not reign free.		<p><i>purposes</i></p> <p><i>Structure information in summaries, essays and reports</i></p> <p><i>Consider ideas from multiple perspectives</i></p> <p><i>Develop contrary or opposing arguments</i></p> <p><i>Students will analyze the effects of China's one child policy</i></p> <p><i>Students will understand when intervention from other countries / parties is needed when conflict arises.</i></p>	<p>the effects of China's one child policy</p> <p>Students will analyze the effects of China's one child policy</p> <p>Students will investigate the sustainability of China's development</p>
Exploration	Change	Resources, Network, Trade	Orientation in space and time	Aided by new technologies	A, B, C, D	<i>Use a variety of organizers for</i>	To explore how exploration changed

				and driven by different motivations, diverse cultures come into contact across time, place and space with various results.		<i>academic writing tasks</i> <i>Plan short- and long-term assignments; meet deadlines</i> <i>Change the context of an inquiry to gain different perspectives</i>	<p>our view on the world</p> <p>Resources, Network, Trade - How have our networks been developed between countries? What resources were traded? What impact did these networks create?</p>
The impact of technology	Global interaction	Innovation and revolution, Perspective	Identities and relationships	Technological innovations have different effects on our identities and relationships with others.	A, B, C, D	<i>Make connections between various sources of information</i> <i>Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments</i>	<p>Students are asked to respond to the debatable question, 'Does technology harm our relationships with others?'. Students will be asked to look at both sides of the arguments in their response.</p>

MYP Grade 8 Mathematics

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Number discoveries and developments	Form	Representation, Quantity	Orientation in space and time	Representing and simplifying quantities in different forms can help explore remarkable discoveries and developments.	A	<i>Information literacy</i> Use memory techniques to develop long-term memory	Rational numbers Exponents Scientific notation Ratios Negative numbers
What does symbols represent?	Relationship	Model, Simplification	Orientation in space and time (Evolution, Constraints and adaptation)	Relationships can be simplified through models and equations.	A, B, D	<i>Reflection</i> Develop new skills, techniques and strategies for effective learning <i>Critical-thinking</i> Gather and organize relevant information to formulate an argument	Algebra Combining like terms Expressions Multiplying brackets and grouping symbols Equations and inequalities Word problems

Geometry in architecture	Form	Model, Representation	Personal and cultural expression (Entrepreneurship, Creation)	The form of mathematics is a key in the representation and modelling of architecture and design.	C, D	<i>Information literacy</i> Access information to be informed and inform others <i>Transfer</i> Combine knowledge, understanding and skills to create products or solutions	Perimeter Area Surface Area Volume Pythagoras
Functions are fabulous	Relationship	Pattern, Representation	Orientation in space and time (Frequency and variability, boundaries)	Relationships are formed through different representations of patterns.	C, D	<i>Information literacy</i> Make connections between various sources of information <i>Communication</i> Negotiate ideas and knowledge with peers and teachers	Formula Coordinate Geometry Equation - Table - Graph Graph - Equation (two forms) Real life application GeoGebra
What are the chances?	Relationship	Generalization, Pattern	Fairness and development (Imagining a hopeful future)	Patterns found in relationships can be generalised to help us make predictions for personal gain.	A, B, D	<i>Critical thinking</i> Test generalizations and conclusions <i>Collaborative</i> Manage and resolve conflict	Probability Outcomes Mutually exclusive and multiple events Independent vs dependent Tree Diagrams Expected value

						and work collaboratively in team <i>Information literacy</i> Process data and report results	
Construction of angles and shapes	Logic	Equivalence, Validity	Scientific and technical innovation (Methods)	Reason and logic can be used to understand the structure of geometric forms and paths.	A, B, C	<i>Critical thinking</i> Propose and evaluate a variety of solutions <i>Communication</i> Give and receive meaningful feedback	Angles and triangles How to construct angles such as 60 and 90 degrees. Construction of triangles and quadrilaterals.

MYP Grade 8 Science

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Plants and photosynthesis	Relationships	Balance, interaction, environment and transformation	Globalisation and sustainability	Plants transform and interact with the environment in a balanced relationship.	A, D	Interpret data Use models and simulations to explore complex systems and issues Revise understanding based on new information and evidence	What is the equation for photosynthesis? What is osmosis? How do plants carry out photosynthesis and why is it important? Are we dependent on photosynthesis?
Hotting up	Change	Consequences, energy, transformation	Globalization and sustainability	Energy is constantly being transferred around us	A, B, C	Thinking: interpret data, draw reasonable conclusions and generalisations.	What is energy? What effects does energy have? How do we know that energy is there? How is energy transferred?

Acids, alkalis and reactions	Change	Interaction, consequences, patterns	Scientific and technical innovation	Interactions between atoms and molecules have chemical consequences	A, B, C	Thinking: identify trends and forecast possibilities; interpret data	<p>What are acids and alkalis? How can we use the pH scale? What is a physical change? What is a chemical change? How do we represent chemical reactions as equations? How can we tell if a chemical reaction has occurred? Are all chemical reactions irreversible? Can atoms be used up? What is neutralisation and how can it be useful?</p>
Ecology: our natural neighbourhood	Relationships	Environment and Interaction	Globalisation and Sustainability	Our understanding of relationships in ecosystems of the world can be developed by studying interactions in our local environment.	A, D	<p>Creative thinking skills Consider multiple alternatives, including those that might be unlikely or impossible</p> <p>Make unexpected or unusual connections between objects and/or ideas</p> <p>Make guesses, ask "what if"</p>	<p>What is an abiotic factor? What is a biotic factor? What is interdependence?</p> <p>How are ecosystems affected by abiotic and biotic factors? Why is interdependence important? How can we study the local environment?</p> <p>Should we ever artificially manipulate an ecosystem? Are humans the most</p>

						questions and generate testable hypotheses	destructive force on the planet?
--	--	--	--	--	--	--	----------------------------------

MYP Grade 8 Physical Education

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
That's not a game I know. Non Traditional Games	Relationships	Interaction, Perspective	Identities and Relationships	Relationships are formed from their interactions with others	A,C,D	<p><i>Communication</i> Give and receive meaningful feedback</p> <p><i>Social</i> Manage and resolve conflict and work collaboratively in teams</p> <p><i>Self Management</i> Identify strengths and weaknesses of personal learning strategies (self-assessment) Keep a journal to record reflections</p>	Students will participate in a variety of non traditional games. They will also reflect on their performances.
It's Our Turn (Modified Games)	Change	Adaptation , Refinement	Fairness and Development	Change is a process of adaptation	B,C,D	<p><i>Communication</i> Organize and depict information logically</p>	Students learn about modified games. Students then prepare

						<p><i>Social</i> <i>Make fair and equitable decisions</i></p> <p><i>Thinking</i> <i>Identify obstacles and challenges</i></p>	and plan an activity for an organisation that has adults with special needs. They will then reflect on their performance.
Harm Minimisation	Relationships	Choice Perspective	Identities and Relationships	Lifestyle choices can have an impact on well being	A,B	<p><i>Research</i> <i>Access information to be informed and inform others</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> <p><i>Thinking</i> <i>Gather and organize relevant information to formulate an argument</i></p>	Students create an educational video surrounding the dangers of substance abuse.
Basketball	Communication	Space, Systems	Orientation in Space and Time	Teams with an understanding of tactics and positioning gain a competitive advantage	C	<p><i>Communication</i> <i>Give and receive meaningful feedback</i></p> <p><i>Social</i></p>	Students take part in a basketball tournament.

						<i>Take responsibility for ones actions</i>	
Flag Football	Relationships	Interaction	Identities and Relationships	Strong relationships drive team interaction	B,C	<i>Communication</i> <i>Negotiate ideas and knowledge with peers and teachers</i> <i>Social</i> <i>Listen actively to other perspectives and ideas</i> <i>Thinking</i> <i>Practise observing carefully in order to recognise problems</i>	Students create their own flag football plays while taking part in a flag football tournament.

MYP Grades 8 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: Give and receive meaningful feedback</p> <p>Collaboration: Delegate and share responsibility for decision-making</p> <p>Creative Thinking: Create original works and ideas</p> <p>Reflection: Keep a journal to record reflections</p>	Students will plan, create, and rehearse a short play to be performed at the winter concert.
Monologues	Communication	Expression, Narrative, Composition	Identities and Relationships	Composition and expression of a monologue requires	A B C D	<p>Communication Give and receive meaningful</p>	Students will learn about the key features used in monologues

				understanding of the character's personal narrative.		<p>feedback</p> <p>Self Management Managing deadlines and tasks effectively.</p> <p>Creative Thinking: Create original works and ideas.</p>	and see examples from film and television. Students will then create a character and write a monologue which they will perform.
Greek Theater	Communication	Structure Style Visual Culture	Orientation in Space and Time	In many cultures, how something is communicated can be more important than what is communicated.	A, B, C, D	<p>Research: Information literacy skills: Access information to be informed and inform others.</p> <p>Critically analyse various text forms for underlying meaning.</p> <p>Self-management: Reflection skills: Identify strengths and weaknesses.</p> <p>Use regular journaling to keep a record of reflections.</p>	Students will research the history of Greek theatre including the purpose of a chorus and various vocal techniques and movements, create a mask, and then write and perform a choral narrative.

MYP Grade 8 Mandarin

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Poetry	Creativity	Form, meaning	Personal and cultural expression	Poetry is a form of creative expression that reflects personal and cultural experiences.	D	Communication skills - Use appropriate forms of writing for different purposes and audiences Collaboration skills-- Manage and resolve conflict and work collaboratively in teams	<ul style="list-style-type: none"> • Understand and analyze the language of the poems • Learn the structure of the poems • Analyze the author's purpose for writing the poems
Shopping and Bargaining	Culture	Patterns, meaning	Personal and cultural expression	The culture of shopping reflects the ways of life for different social and cultural groups.	A, B, C	Communication skills - Give and receive meaningful feedback Organization skills-- Create plans to prepare for summative assessments	<ul style="list-style-type: none"> • Measure words • 可以giving permission, describing possibilities • 要expressing wants and desires • How to inquire

						(examinations and performances)	<ul style="list-style-type: none"> • about prices • How to answer questions politely • Shopping in China • Bargaining • Understand the bargaining culture when shopping in China • Monetary system in Chinese currency • Cultural and grammatical points
Hobbies connect us with other people	Connections	Function, message	Identities and relationships	Playing hobbies is a form of way connecting people and developing social relationships.	B, C, D	Communication skills - Organize and depict information logically Collaboration skills-- Listen actively to other perspectives and ideas	<ul style="list-style-type: none"> • The words of different sports • The verbs used for different sports • The vocabulary about the weather • The adjectives to describe the weather • Extend learning on time

							<p>expressions - 上午, 下午, 晚上</p> <ul style="list-style-type: none"> • Cultural and grammatical points
Transportation	Time, place and space	Function, message	Orientation in space and time	The function of transport expands our vision and natural landscapes.	A	<p>Communication skills - Negotiate ideas and knowledge with peers and teachers</p> <p>Collaboration skills-- Give and receive meaningful feedback</p>	<ul style="list-style-type: none"> • The words of different transportation • The verbs used for different means of transport • A polite way for asking a question • Direction • Turns • Asking and telling directions • Asking how to get to a location • Cultural and grammatical points



MYP Grade 8 Norsk

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Introduksjon	Kommunikasjon	Struktur	Personlig og kulturelt uttrykk	For å formidle poesi, må vi tolke innholdet og fremføre med innlevelse.	DI-V	Kommunikasjon	Språkkunnskap og poesi
Edvard Munch	Estetikk	Style, self-expression Stil, å uttrykke seg selv.	Personlig og kulturelt uttrykk	Edvard Munchs kunst er verdenskjent og viktig.	A1 B1-3 C1-3 D1-5 A1-4	<i>Sosialt, samarbeid.</i>	Skuespill Analytisk tekst med maleri

					B1-3 C2, C3 D1-4.		
Arbeidslivet	Kommunikasjon	Sammenheng, stil.	Personlig og kulturelt uttrykk	Structure is a basic part of formal presentations.	A1, B1-3, D1-4	<i>Kommunikasjon; Use appropriate forms of writing for different purposes and audiences</i> <i>Organize and depict information logically</i>	Formelt brev, CV, søknad, henvendelse til off. person/institusjon, service as action
Sammensatte tekster (utgikk)	Kommunikasjon	Hensikt, publikumstilpassning	Personlig og kulturelt uttrykk	Composite texts can be a valuable tool for communication	A, D	<i>Thinking; critical thinking skills; Gather and organize relevant information to formulate an argument</i> <i>Draw reasonable conclusions and generalizations</i> <i>Develop contrary or opposing arguments</i>	Syklappjenta av Iram Haq, folkeeventyr, film og adaptasjon.



MYP 3 (Grade 8) Spanish

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
¿Quien eres?	Connections	Meaning, conventions	Identity and relationships	Through the use of language we understand that our identity is influenced by the connections we have with other people.	A, C, D	Communication skills - Give and receive meaningful feedback Collaboration skills - Listen actively to other perspectives and ideas	<ul style="list-style-type: none"> • Greetings • Talking about ourselves: where we come from, where do we live, etc • Family members • Describing oneself (physical and emotional)

							<p>characteristics) Grammatical competencies:</p> <ul style="list-style-type: none"> • Definite and indefinite article • Personal pronouns • Gender of nouns • Verbs ser and estar
La Navidad en España	Culture	Concept, meaning	Personal and cultural expression	Celebrations are shared beliefs and traditions that have an impact in people's behaviour.	A, B, C	<p>Communication skills - Use intercultural understanding to interpret communication</p> <p>Communication skills - Take effective notes in class</p>	<ul style="list-style-type: none"> • Talking about birthdays and celebrations • Months of the year and days of the week • numbers 1-100 • Seasons greetings • How people in Spain celebrate Christmas <p>Grammatical competencies:</p> <ul style="list-style-type: none"> • Gender of nouns • Plurals
Mi rutina cotidiana	Culture	Patterns, word conventions	Orientation in space and time	We learn new language patterns to communicate and, at the same time, we become aware of people's different routines.	A, B	<p>Thinking skills: strategies for visible thinking skills</p> <p>Self-management skills:</p>	<ul style="list-style-type: none"> • Telling the time. • Asking que hora es • Discussing subjects at school • Expressing likes and dislikes • Talking about own routine • Language of frequency: todos los dias, los fines de semana, por la mañana, por la tarde... • asking questions

							<p>with ¿Que?, Por que? ¿Cuándo? and ¿Quien?</p> <p>Grammatical competencies:</p> <ul style="list-style-type: none"> • Regular -ar, -er and -ir verbs • Reflexive verbs • possessive adjectives • irregular verbs tener and stem changing verbs introduction • agreement of adjectives • intensifiers (muy, bastante)
Hogar, dulce hogar	Creativity	Meaning, audience	Orientation in space and time	Through language we create messages about our homes which are addressed to a specific audience.	B, C, D	<p>Communication skills - Give and receive meaningful feedback</p> <p>Organization skills-- Create plans to prepare for summative assessments</p> <p>:</p>	<ul style="list-style-type: none"> • Describing different types of homes • Identifying the different parts of a home • Furniture vocabulary • Location / position words for people and objects • Reading comprehension by context and cognate <p>Grammatical competencies:</p> <ul style="list-style-type: none"> • Identify the difference between 'ser' and 'estar' • Identify the difference between 'estar' and 'hay'

							<ul style="list-style-type: none">• 'Estar' + gerundio• Ordinal numbers
--	--	--	--	--	--	--	--