

# St. John's Academy Shawnigan Lake: IB Middle Years Curriculum Mapping

## Mathematics (MYP 1)

### Unit Title

---

#### **Unit 1 - Numbers: The Language of Mathematics (7 weeks)**

**Authors:** Bradley Myrholm, Amy Heffring, Julie Carere, Ashlee Booker

---

**Key Concepts** Relationships

---

**Related Concept(s)** Representation, System

---

**Global Context** Scientific and technical innovation  
Methods

---

Relationships between systems can be represented using visual methods.

**Statement of Inquiry** Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.  
Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations  
ii. apply the selected mathematics successfully when solving problems  
iii. solve problems correctly in a variety of contexts

**B: Investigating patterns**  
i. apply mathematical problem-solving techniques to recognize patterns  
ii. describe patterns as relationships or general rules consistent with correct findings  
iii. verify whether the pattern works for other examples

**C: Communicating**  
i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements  
ii. use different forms of mathematical representation to present information  
iii. communicate coherent mathematical lines of reasoning  
iv. organize information using a logical structure

---

**ATL skills** Description  
In order for students to organize information using a logical structure (Objective Civ) students must use a variety of organizers

---

for academic writing tasks and use graphic organizers to depict information logically.

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Use a variety of organizers for academic writing tasks

Organize and depict information logically

---

Content (topics, knowledge, skills)

- small to large numbers (thousandths to billions)
  - multiplication and division facts to 100 (developing computational fluency)
  - order of operations with whole numbers
  - factors and multiples — greatest common factor and least common multiple
  - improper fractions and mixed numbers
- 

**Unit 2 - Do you want to build a snowman? - Spatial Reasoning / Numerical and Abstract Reasoning (8 weeks)**

**Authors:** Amy Heffring, Julie Carere, Ashlee Booker

---

Key Concepts Logic

---

Related Concept(s) Approximation, Validity

---

Global Context

Personal and cultural expression

Entrepreneurship

---

Statement of Inquiry Logic is a valid approximation tool to use when initiating entrepreneurship.

---

MYP subject group objective(s)

**A: Knowing and understanding**

i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

**D: Applying mathematics in real-life contexts**

i. identify relevant elements of authentic real-life situations

ii. select appropriate mathematical strategies when solving authentic real-life situations

iii. apply the selected mathematical strategies successfully to reach a solution

iv. explain the degree of accuracy of a solution

v. describe whether a solution makes sense in the context of the authentic real-life situation

---

Description

**ATL skills** **Communication**  
I. Communication skills  
Reading, writing and using language to gather and communicate information  
Understand and use mathematical notation

---

**Content (topics, knowledge, skills)**

- small to large numbers (thousandths to billions)
  - multiplication and division facts to 100 (developing computational fluency)
  - improper fractions and mixed numbers
  - introduction to ratios
  - whole-number percents and percentage discounts
  - perimeter of complex shapes
  - triangles
- 

**Unit 8: Shaping and Transforming  
Understanding - Spatial Reasoning  
(4 weeks)**

**Authors:** Ashlee Booker, Amy Heffring

---

**Key Concepts** Form

---

**Related Concept(s)** Change, Space

---

**Global Context** Scientific and technical innovation  
Models

---

**Statement of Inquiry** Models can be used to show how forms change in their orientation in space.

---

**MYP subject group objective(s)** **B: Investigating patterns**  
i. apply mathematical problem-solving techniques to recognize patterns  
ii. describe patterns as relationships or general rules consistent with correct findings  
iii. verify whether the pattern works for other examples  
**D: Applying mathematics in real-life contexts**  
i. identify relevant elements of authentic real-life situations  
ii. select appropriate mathematical strategies when solving authentic real-life situations  
iii. apply the selected mathematical strategies successfully to reach a solution  
iv. explain the degree of accuracy of a solution

---

Unit Title

---

v. describe whether a solution makes sense in the context of the authentic real-life situation

---

Description

ATL skills

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Understand and use mathematical notation

---

Content (topics, knowledge, skills)

- triangles
  - combinations of transformations
- 

**Unit 7: Measuring Understanding -  
Spatial Reasoning (4 weeks)**

**Authors:** Ashlee Booker, Amy Heffring

---

Key Concepts Form

---

Related Concept(s) Space, Representation

---

Global Context

Scientific and technical innovation

Opportunity

---

Statement of Inquiry Representing forms in space can bring opportunity.

---

MYP subject group objective(s)

**A: Knowing and understanding**

i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii. apply the selected mathematics successfully when solving problems

iii. solve problems correctly in a variety of contexts

**D: Applying mathematics in real-life contexts**

i. identify relevant elements of authentic real-life situations

ii. select appropriate mathematical strategies when solving authentic real-life situations

iii. apply the selected mathematical strategies successfully to reach a solution

iv. explain the degree of accuracy of a solution

v. describe whether a solution makes sense in the context of the authentic real-life situation

---

Description

ATL skills

**Communication**

I. Communication skills

---

Unit Title

---

Reading, writing and using language to gather and communicate information  
Understand and use mathematical notation

---

Content (topics, knowledge, skills)

- perimeter of complex shapes
  - area of triangles, parallelograms, and trapezoids
  - angle measurement and classification
  - volume and capacity
  - triangles
- 

**Unit 6: A little Algebra - Numerical and Abstract Reasoning (4 weeks)**

**Authors:** Amy Heffring, Ashlee Booker

---

**Key Concepts** Relationships

---

**Related Concept(s)** Equivalence, Simplification

---

**Global Context**

Scientific and technical innovation  
Methods

---

**Statement of Inquiry** Equivalent relationships can be simplified using systematic methods.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts

**C: Communicating**

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
  - use different forms of mathematical representation to present information
  - communicate coherent mathematical lines of reasoning
  - organize information using a logical structure
- 

**ATL skills**

Description

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information  
Understand and use mathematical notation

---

Unit Title

---

- Content (topics, knowledge, skills)
- multiplication and division of decimals
  - one-step equations with whole-number coefficients and solutions
- 

**Unit 3: Financial Literacy - Numerical and Abstract Reasoning (4 weeks)**

**Authors:** Amy Heffring, Julie Carere, Ashlee Booker

---

Key Concepts Logic

---

Related Concept(s) Quantity

---

Global Context Identities and relationships  
Lifestyle choices

---

Statement of Inquiry Logic is a valid tool for quantifying lifestyle choices.

---

- MYP subject group objective(s)
- C: Communicating**
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
  - ii. use different forms of mathematical representation to present information
  - iii. communicate coherent mathematical lines of reasoning
  - iv. organize information using a logical structure
- D: Applying mathematics in real-life contexts**
- i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - iv. explain the degree of accuracy of a solution
  - v. describe whether a solution makes sense in the context of the authentic real-life situation
- 

ATL skills

Description

**Communication**

I. Communication skills  
Reading, writing and using language to gather and communicate information  
Understand and use mathematical notation

---

- Content (topics, knowledge, skills)
- multiplication and division of decimals
  - financial literacy – simple budgeting and consumer math
-

## Unit Title

---

### **Unit 4: Patterns and Graphing - Numerical and Abstract Reasoning / Reasoning with Data (4 weeks)**

**Authors:** Amy Heffring, Ashlee Booker, Ciara Corbett

---

**Key Concepts** Relationships

---

#### **Mathematics - Mathematics**

Model, Pattern

**Related Concept(s)**

#### **Sciences - Sciences**

Function, Models

---

**Global Context**

Globalization and sustainability

Data-driven decision-making

---

**Statement of Inquiry** Models are used to examine patterns in relationships when making data-driven decisions.

---

#### **Mathematics - Mathematics**

##### **B: Investigating patterns**

- i. apply mathematical problem-solving techniques to recognize patterns
- ii. describe patterns as relationships or general rules consistent with correct findings
- iii. verify whether the pattern works for other examples

**MYP subject group objective(s)**

##### **C: Communicating**

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
  - ii. use different forms of mathematical representation to present information
  - iii. communicate coherent mathematical lines of reasoning
  - iv. organize information using a logical structure
- 

Description

##### **Thinking**

**ATL skills**

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Interpret data
- Draw reasonable conclusions and generalizations
- Identify trends and forecast possibilities
-

Unit Title

---

- Content (topics, knowledge, skills)
- increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships
  - line graphs
  - single-outcome probability, both theoretical and experimental
- 

**Unit 5: Taking action with numbers - Numerical and Abstract Reasoning (8 weeks)**

**Authors:** Amy Heffring, Ashlee Booker

---

Key Concepts Relationships

---

Related Concept(s) Representation, Equivalence

---

Global Context Scientific and technical innovation  
Mathematical puzzles

---

Statement of Inquiry Equivalent relationships can be represented using digital life tools.

---

- MYP subject group objective(s)
- A: Knowing and understanding**
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
  - ii. apply the selected mathematics successfully when solving problems
  - iii. solve problems correctly in a variety of contexts
- B: Investigating patterns**
- i. apply mathematical problem-solving techniques to recognize patterns
  - ii. describe patterns as relationships or general rules consistent with correct findings
  - iii. verify whether the pattern works for other examples
- 

ATL skills

Description

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Understand and use mathematical notation

---

- Content (topics, knowledge, skills)
- multiplication and division facts to 100 (developing computational fluency)
  - order of operations with whole numbers
  - introduction to ratios
-



- whole-number percents and percentage discounts
  - multiplication and division of decimals
- 

## Performing Arts (MYP 1)

### How Arts help define our understanding of the world around us. (13 weeks)

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Identity

---

**Related Concept(s)** Boundaries, Role, Expression

---

**Global Context** Identities and relationships  
Competition and cooperation, Human nature and human dignity, Identity formation, Status, Teams

---

**Statement of Inquiry** We will investigate how coming to an understanding of yourself is vital to making sense of where you are going and how creativity can help develop this.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate awareness of the art form studied, including the use of appropriate language  
ii. demonstrate awareness of the relationship between the art form and its context

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied

**C: Thinking creatively**  
i. identify an artistic intention  
iii. demonstrate the exploration of ideas

**D: Responding**  
ii. recognize that the world contains inspiration or influence for art  
iii. evaluate certain elements or principles of artwork

---

**ATL skills**

Description

**Social**  
II. Collaboration skills  
Working effectively with others  
Use social media networks appropriately to build and develop relationships

---

## Unit Title

---

Practise empathy  
Delegate and share responsibility for decision-making  
Help others to succeed  
Take responsibility for one's own actions  
Manage and resolve conflict and work collaboratively in teams  
Build consensus  
Make fair and equitable decisions  
Listen actively to other perspectives and ideas  
Negotiate effectively  
Encourage others to contribute  
Exercise leadership and take on a variety of roles within groups  
Give and receive meaningful feedback  
Advocate for one's own rights and needs

---

### Content (topics, knowledge, skills)

- purposeful application of elements and principles to create meaning in the arts, including but not limited to:
    - drama: character, time, place, plot, tension, mood, focus, contrast
  - a variety of dramatic forms
  - symbolism and metaphor to explore ideas and perspective
  - personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
- 

### What is the role of identity (5 weeks)

**Authors:** Jeff Trapp, Joseph Adams, Nadine Yassa, Martha George

---

#### Key Concepts

Identity  
Time, place and space

---

#### Global Context

Identities and relationships  
Identity formation, Status, Roles and role models  
Visual Arts  
Orientation in space and time  
Natural and human landscapes and resources, Heritage, Boundaries, Constraints and adaptation, Indigenous understanding

---

#### Statement of Inquiry

We will explore how, no matter where we come from, our personal narratives, aesthetics, and perspectives help us to identify and communicate who we are.

---

MYP subject group objective(s) **Arts - Visual Arts**  
**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied

---

Description

Through exploring our identities and communicating who we are as individuals.

**ATL skills Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Share ideas with multiple audiences using a variety of digital environments and media

---

purposeful application of elements and principles to create meaning in the arts, including but not limited to:  
**Content (topics, knowledge, skills)** • visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony

---

**Tell Me a Story (11 weeks)**

**Authors:** Joseph Adams, Nadine Yassa

---

**Key Concepts** Connections

---

**Related Concept(s)** Narrative, Play, Role, Audience, Boundaries, Composition

---

**Global Context** Personal and cultural expression  
Social constructions of reality, Artistry, Creation, Histories of ideas

---

**Statement of Inquiry** We will investigate the process by which narrative communicates ideas and expressions of role, reality and relationships between the actor and audience through dramatic composition & creativity.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. demonstrate awareness of the art form studied, including the use of appropriate language  
ii. demonstrate awareness of the relationship between the art form and its context  
iii. demonstrate awareness of the links between the knowledge acquired and artwork created  
**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied

---

ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas

**D: Responding**

- i. identify connections between art forms, art and context, or art and prior learning
  - ii. recognize that the world contains inspiration or influence for art
  - iii. evaluate certain elements or principles of artwork
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Negotiate ideas and knowledge with peers and teachers

Collaborate with peers and experts using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Write for different purposes

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

ATL skills Organize and depict information logically

Structure information in summaries, essays and reports

**Self-management**

III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

Bring necessary equipment and supplies to class

IV. Affective skills

Managing state of mind

Mindfulness

Practise strategies to overcome distractions

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Develop new skills, techniques and strategies for effective learning

Focus on the process of creating by imitating the work of others

Keep a journal to record reflections

---

Content (topics, knowledge, skills) Developing ideas into a script

---

## Unit Title

---

- purposeful application of elements and principles to create meaning in the arts, including but not limited to:
  - dance: body, space, dynamics, time, relationships, form, and movement principles
  - drama: character, time, place, plot, tension, mood, focus, contrast
- a variety of dramatic forms
- symbolism and metaphor to explore ideas and perspective
- 

---

### **It's Show Time! (7 weeks)**

**Authors:** Joseph Adams

---

**Key Concepts** Creativity

---

#### **Arts - Performing Arts**

Genre, Narrative, Style, Audience

#### **Arts - Visual Arts**

**Related Concept(s)** Narrative, Presentation, Style, Visual culture

#### **Design - Design**

Adaptation, Form

---

**Global Context** Personal and cultural expression  
Artistry, Creation

---

**Statement of Inquiry** We will investigate how we share narratives and ideas through performance, and what creative factors are needed to make a performance come to life.

---

**ATL skills** Description  
**Communication**  
**Self-management**

---

## Visual Arts (MYP 1)

### Unit Title

---

#### **Beauty and Nature - Finding Inspiration**

---

Unit Title

---

**in our Environment (9 weeks)**

**Authors:** Nadine Yassa, Martha George

---

Key Concepts Aesthetics

---

Related Concept(s) Representation

---

Global Context

Globalization and sustainability  
Human impact on the environment

---

Statement of Inquiry

We will understand that humans impact on the environment becomes more meaningful once one comes to appreciate the aesthetics of nature. Through an inquiry into representations of nature can be made in composition of an art form.

When representing the aesthetics of nature human impact on the environment is more noticeable.

---

MYP subject group objective(s)

**B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

- i. identify an artistic intention
- iii. demonstrate the exploration of ideas

**D: Responding**

- iii. evaluate certain elements or principles of artwork
- 

Description

**Research**

ATL skills VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Make connections between various sources of information  
VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Compare, contrast and draw connections among (multi)media resources

---

Content (topics, knowledge, skills)

Purposeful application of elements and principles to create meaning in the arts, including but not limited to visual arts:  
elements of design: line, shape, space, texture, colour, form, value; principles of design patterns, repetition, balance, contrast, emphasis, rhythm, variety, unity and harmony

---

-Use oil pastels with an emphasis on pattern and texture

---

**Elements and Principles of Art (4 weeks)**

**Authors:** Nadine Yassa, Martha George

---

**Key Concepts** Aesthetics

---

**Related Concept(s)** Composition, Presentation

---

**Global Context** Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Interpretation using Aesthetics improves the presentation and composition of the artwork.

---

**MYP subject group objective(s)**

- A: Knowing and understanding**
  - iii. demonstrate awareness of the links between the knowledge acquired and artwork created
- B: Developing skills**
  - ii. demonstrate the application of skills and techniques to create, perform and/or present art
- C: Thinking creatively**
  - i. identify an artistic intention
- D: Responding**
  - iii. evaluate certain elements or principles of artwork

---

**ATL skills**

Description

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Draw reasonable conclusions and generalizations  
Revise understanding based on new information and evidence  
Consider ideas from multiple perspectives

IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Apply existing knowledge to generate new ideas, products or processes  
Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Apply skills and knowledge in unfamiliar situations

---

## Unit Title

---

Inquire in different contexts to gain a different perspective  
Combine knowledge, understanding and skills to create products or solutions

---

Understanding the elements and principles of art.

Content (topics, knowledge, skills)

- purposeful application of elements and principles to create meaning in the arts, including but not limited to:
    - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony
  - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
- 

### **Creative Colour Wheel (8 weeks)**

**Authors:** Nadine Yassa, Martha George

---

Key Concepts Change

---

Related Concept(s)

Innovation  
**Other:**  
Structure

---

Global Context

Scientific and technical innovation  
Products, Processes and solutions

---

Statement of Inquiry

Through the structure of the colour wheel, we can innovate by creating shades and tints. We will come to understand the laws of light and colour through changes in value.

---

MYP subject group objective(s)

#### **A: Knowing and understanding**

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created

#### **B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied

#### **D: Responding**

- iii. evaluate certain elements or principles of artwork
- 

ATL skills

Description

#### **Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument

---



## Unit Title

---

Test generalizations and conclusions  
Identify obstacles and challenges  
Use models and simulations to explore complex systems and issues  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Apply existing knowledge to generate new ideas, products or processes  
Create original works and ideas; use existing works and ideas in new ways  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Apply skills and knowledge in unfamiliar situations  
Make connections between subject groups and disciplines

---

### Content (topics, knowledge, skills)

- Paint on paper, emphasis on painting technique, colour and value.
- purposeful application of elements and principles to create meaning in the arts, including but not limited to:
    - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony
  - image development strategies
- 

### **Names in Radial Balance (8 weeks)**

**Authors:** Nadine Yassa, Martha George

---

**Key Concepts** Aesthetics

---

**Related Concept(s)** Representation, Composition

---

### **Global Context**

Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

### **Statement of Inquiry**

Pattern and repetition can communicate motion. Through this we can enjoy the ways in which we reflect on, extend and enjoy our creativity.

---

### **MYP subject group objective(s)**

- A: Knowing and understanding**  
i. demonstrate awareness of the art form studied, including the use of appropriate language  
**C: Thinking creatively**  
ii. identify alternatives and perspectives
-

Description

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

ATL skills Access information to be informed and inform others

Present information in a variety of formats and platforms

VII. Media literacy skills

Interacting with media to use and create ideas and information

Make informed choices about personal viewing experiences

Compare, contrast and draw connections among (multi)media resources

---

Students will be able to explore the elements of art through the use of line and how it can form an unconventional image.

Content (topics, knowledge, skills)

purposeful application of elements and principles to create meaning in the arts, including but not limited to:

- visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony
- 

**I see your point! (5 weeks)**

**Authors:** Martha George

---

Key Concepts Communities

---

Related Concept(s)

Presentation, Visual culture

**Other:**

Conceptual Understanding - Communities' visual culture are presented in various ways.

---

Global Context

Personal and cultural expression

Artistry, Craft, Creation, Beauty

---

Statement of Inquiry A society's belief systems can be represented in the visual imagery within its culture.

---

MYP subject group objective(s)

**B: Developing skills**

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

iii. demonstrate the exploration of ideas

**D: Responding**

ii. recognize that the world contains inspiration or influence for art

---

Unit Title

---

iii. evaluate certain elements or principles of artwork

---

Content (topics, knowledge, skills) Paint on paper with an emphasis on pattern, colour and texture.

---

## Physical and health education (MYP 1)

Unit Title

---

**Fitness: FIT for Life (36 weeks)**

**Authors:** Travis Visscher, Burkie Burgess,  
Amy Heffring

---

**Key Concepts** Change

---

Energy, Movement

**Related Concept(s)** **Other:**

Students will be made aware of aerobic and anaerobic exercises and activities.

---

**Global Context** Identities and relationships  
Happiness and the good life, Physical, psychological and social development, Health and well-being, Lifestyle choices, Self-esteem, Motivation

---

**Statement of Inquiry** Our overall health and well-being can positively change when we improve/increase our movement and energy levels.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. outline physical and health education-related factual, procedural and conceptual knowledge  
iii. apply physical and health terminology to communicate understanding

**B: Planning for performance**  
i. identify goals to enhance performance

---

**ATL skills**

**Self-management**  
III. Organization skills  
Managing time and tasks effectively  
Plan short- and long-term assignments; meet deadlines  
Set goals that are challenging and realistic

**IV. Affective skills**  
Managing state of mind  
Mindfulness

---

Unit Title

---

Practise being aware of body–mind connections  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Identify strengths and weaknesses of personal learning strategies (self-assessment)

---

Content (topics, knowledge, skills)

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
  - movement concepts and strategies
  - ways to monitor and adjust physical exertion levels
  - how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
  - training principles to enhance personal fitness levels, including the FITT principle and the SAID principle
  - influences on food choices
- 

**Volleyball (3 weeks)**

**Authors:** Burkie Burgess, Travis Visscher

---

Key Concepts Change

---

Related Concept(s) Interaction, Movement, Space

---

Global Context Other

---

Statement of Inquiry People adapt their movement method based on interactions in space

---

MYP subject group objective(s)

- B: Planning for performance**
    - i. identify goals to enhance performance
  - C: Applying and performing**
    - i. recall and apply a range of skills and techniques effectively
- 

ATL skills

Description  
**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback

---

Content (topics, knowledge, skills)

CONTENT ANALYSIS - They will break content down progressively for tactical understanding and skill development (Hooper, 1998). The relationship will be the basic skill play, then from game play to skill development and back to more challenging

---

game play (Thorpe and Bunker, 1989). They will break skills down into off-the-ball skills (Griffen, Mitchell & Olsin, 1997)

---

**Lifestyle choices and Teambuilding  
(3 weeks)**

**Authors:** Burkie Burgess, Amy Heffring,  
Travis Visscher

---

**Key Concepts** Change  
Development

---

**Related Concept(s)** Refinement

---

**Global Context** Identities and relationships

---

**Statement of Inquiry** Through applying research on how to lead a healthy lifestyle, I will improve the quality of my life.

---

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Share ideas with multiple audiences using a variety of digital environments and media

**Self-management**  
V. Reflection skills

**ATL skills** (Re-)considering the process of learning; choosing and using ATL skills  
Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Thinking**  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Combine knowledge, understanding and skills to create products or solutions  
Transfer current knowledge to learning of new technologies

---

**Content (topics, knowledge, skills)**

- ways to monitor and adjust physical exertion levels
- training principles to enhance personal fitness levels, including the FITT principle and the SAID principle
- influences on food choices
- sources of health information

---

## Unit Title

---

### **Invasion Games - ( Ultimate Frisbee, Soccer, Floor Hockey, Turbo Touch, Basketball, Rugby) (34 weeks)**

**Authors:** Travis Visscher, Bradley Myrholm, Amy Heffring

---

**Key Concepts** Communication

---

**Related Concept(s)** Space, Systems, Choice

---

**Global Context** Orientation in space and time  
Indigenous understanding

---

**Statement of Inquiry** Teams with strong game sense and effective communication gain a competitive advantage

---

**MYP subject group objective(s)**

**C: Applying and performing**  
i. recall and apply a range of skills and techniques effectively  
ii. recall and apply a range of strategies and movement concepts  
iii. recall and apply information to perform effectively

**D: Reflecting and improving performance**  
i. identify and demonstrate strategies to enhance interpersonal skills  
ii. describe the effectiveness of a plan based on the outcome  
iii. describe and summarize performance

---

**ATL skills**

Description  
**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback

---

**Content (topics, knowledge, skills)**

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- movement concepts and strategies

---

### **Design your own game (3 weeks)**

**Authors:** Travis Visscher, Burkie Burgess

---

### **Health assignments (3 weeks)**

**Authors:** Travis Visscher, Burkie Burgess

---

### **Teamwork: Cooperative Team Sports**

---

Unit Title

---

**(13 weeks)**

**Authors:** Amy Heffring, Burkie Burgess

---

**Key Concepts** Communication

---

**Related Concept(s)** Interaction, Adaptation, Environment

---

**Global Context** Identities and relationships  
Competition and cooperation, Teams

---

**Statement of Inquiry** Effective communication is essential, especially in an environment where adapting and interacting with others are needed in order to achieve a common goal.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. outline physical and health education-related factual, procedural and conceptual knowledge  
iii. apply physical and health terminology to communicate understanding

**C: Applying and performing**  
i. recall and apply a range of skills and techniques effectively  
ii. recall and apply a range of strategies and movement concepts  
iii. recall and apply information to perform effectively

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of speaking techniques to communicate with a variety of audiences

Interpret and use effectively modes of non-verbal communication

**ATL skills**

**Social**

II. Collaboration skills

Working effectively with others

Help others to succeed

Manage and resolve conflict and work collaboratively in teams

Encourage others to contribute

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills

Custom ATL skills

Other

---

Content (topics, knowledge, skills)

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
  - movement concepts and strategies
  - ways to monitor and adjust physical exertion levels
  - how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- 

**Aesthetic Movement: Dancing through the Decades (8 weeks)**

**Authors:** Burkie Burgess, Amy Heffring

---

Key Concepts Relationships

---

Related Concept(s) Movement, Refinement

---

Global Context

Identities and relationships  
Orientation in space and time  
Personal and cultural expression  
Artistry, Creation, Beauty

---

Statement of Inquiry

Understanding the relationship between refined aesthetic movement and personal/cultural expression can enhance our overall well-being and our connection with others.

---

MYP subject group objective(s)

- C: Applying and performing**
- i. recall and apply a range of skills and techniques effectively
  - ii. recall and apply a range of strategies and movement concepts
  - iii. recall and apply information to perform effectively
- D: Reflecting and improving performance**
- ii. describe the effectiveness of a plan based on the outcome
  - iii. describe and summarize performance
- 

ATL skills

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of speaking techniques to communicate with a variety of audiences

Interpret and use effectively modes of non-verbal communication

---



Reading, writing and using language to gather and communicate information  
Find information for disciplinary and interdisciplinary inquiries, using a variety of media  
Organize and depict information logically  
Structure information in summaries, essays and reports

**Social**

II. Collaboration skills  
Working effectively with others  
Practise empathy  
Help others to succeed

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others

---

Content (topics, knowledge, skills)

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
  - movement concepts and strategies
  - ways to monitor and adjust physical exertion levels
  - how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- 

**Health & Mental Wellness: (10 weeks)**

**Authors:** Burkie Burgess, Amy Heffring

---

Key Concepts Development

---

Related Concept(s) Choice, Perspectives, Balance

---

Global Context

Identities and relationships  
Physical, psychological and social development, Health and well-being, Lifestyle choices, Consciousness and mind, Self-esteem

---

Statement of Inquiry

The development of new perspectives about our health can help us make better choices so we can achieve greater balance in our lives,

---

MYP subject group objective(s)

**A: Knowing and understanding**

- outline physical and health education-related factual, procedural and conceptual knowledge
- identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology to communicate understanding

**D: Reflecting and improving performance**

---

- i. identify and demonstrate strategies to enhance interpersonal skills
  - ii. describe the effectiveness of a plan based on the outcome
  - iii. describe and summarize performance
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of media to communicate with a range of audiences

Negotiate ideas and knowledge with peers and teachers

Collaborate with peers and experts using a variety of digital environments and media

Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Write for different purposes

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Organize and depict information logically

Structure information in summaries, essays and reports

**Social**

II. Collaboration skills

Working effectively with others

Practise empathy

ATL skills Help others to succeed

Build consensus

Listen actively to other perspectives and ideas

Encourage others to contribute

Exercise leadership and take on a variety of roles within groups

**Self-management**

III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

IV. Affective skills

Managing state of mind

Mindfulness

Practise strategies to develop mental focus

Practise being aware of body–mind connections

Emotional management

Practise strategies to reduce stress and anxiety

Self-motivation

Practise positive thinking

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

---

## Unit Title

---

Collect, record and verify data  
Access information to be informed and inform others  
Present information in a variety of formats and platforms  
Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions  
VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)  
**Thinking**

---

### Content (topics, knowledge, skills)

- influences on food choices
  - practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases
  - sources of health information
  - strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
  - consequences of bullying, stereotyping, and discrimination
  - strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours
  - physical, emotional, and social changes that occur during puberty and adolescence
  - influences on individual identity, including sexual identity, gender, values, and beliefs
- 

## Individuals and societies (MYP 1)

### Unit Title

---

**Where am I? (7 weeks)**

**Authors:** Joseph Adams

---

**Key Concepts** Time, place and space

---

**Related Concept(s)** Resources, Perspective

---

**Global Context** Orientation in space and time  
Boundaries

---

**Statement of Inquiry** The use of maps provides insight into time place and place, expressing complex data and statistics visually, and showing us how the world changes over time, affected by the different perspectives of both the map maker and map reader.

---

**MYP subject group objective(s)** **A: Knowing and understanding**

---

- i. use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples
- D: Thinking critically**
- i. identify the main points of ideas, events, visual representation or arguments
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. identify different views and their implications
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Negotiate ideas and knowledge with peers and teachers

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Understand and use mathematical notation

Paraphrase accurately and concisely

Preview and skim texts to build understanding

ATL skills Make effective summary notes for studying

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Organize and depict information logically

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Gather and organize relevant information to formulate an argument

Recognise unstated assumptions and bias

Interpret data

Evaluate evidence and arguments

Recognise and evaluate propositions

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

Revise understanding based on new information and evidence

Formulate factual, topical, conceptual and debatable questions

Consider ideas from multiple perspectives

Use models and simulations to explore complex systems and issues

---

Content (topics, knowledge, skills) • the urbanization and migration of people

---

- roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples
- 

**What does it mean to be a global citizen? (12 weeks)**

**Authors:** Jeff Trapp, Nadine Yassa, Joseph Adams

---

**Key Concepts** Global interaction  
Systems

---

**Related Concept(s)** Resources, Sustainability, Causality (cause and consequence), Globalization

---

**Global Context** Orientation in space and time  
Natural and human landscapes and resources  
Scientific and technical innovation  
Globalization and sustainability  
Human impact on the environment, Population and demography, Natural resources and public goods, Urban planning  
Fairness and development  
Social entrepreneurs

---

**Statement of Inquiry** Global problems are a reality but individuals have the power and choice to make a positive difference.

---

**MYP subject group objective(s)**

- A: Knowing and understanding**
  - i. use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples
- B: Investigating**
  - iii. collect and record relevant information consistent with the research question
  - iv. reflect on the research process and results
- C: Communicating**
  - i. communicate information and ideas with clarity
  - ii. organize information and ideas effectively for the task
- D: Thinking critically**
  - iii. identify and analyse a range of sources/data in terms of origin and purpose

---

**ATL skills** Description  
**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)  
Keep and use a weekly planner for assignments  
Set goals that are challenging and realistic  
Plan strategies and take action to achieve personal and academic goals  
Bring necessary equipment and supplies to class  
Keep an organized and logical system of information files/notebooks  
Use appropriate strategies for organizing complex information  
Understand and use sensory learning preferences (learning styles)  
Select and use technology effectively and productively

V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Develop new skills, techniques and strategies for effective learning  
Consider content  
What questions do I have now?  
Consider ATL skills development  
What can I already do?  
Consider personal learning strategies  
What can I do to become a more efficient and effective learner?  
Focus on the process of creating by imitating the work of others  
Consider ethical, cultural and environmental implications

- 
- Content (topics, knowledge, skills)
- the urbanization and migration of people
  - different systems of government

---

**The struggle to innovate in history**  
**(5 weeks)**

**Authors:** Jeff Trapp, Joseph Adams, Nadine Yassa

---

**Key Concepts** Development

---

**Related Concept(s)** Resources, Causality (cause and consequence), Equity, Globalization, Innovation and revolution

---

**Global Context** Scientific and technical innovation  
Ingenuity and progress, Opportunity, Modernization, Principles and discoveries

---

**Statement of Inquiry** We will investigate how innovations and developments in technology have affected changed the course of human history

---

MYP subject group objective(s)

**A: Knowing and understanding**

ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples

**B: Investigating**

iii. collect and record relevant information consistent with the research question

**C: Communicating**

i. communicate information and ideas with clarity

ii. organize information and ideas effectively for the task

iii. list sources of information in a way that follows the task instructions

**D: Thinking critically**

iii. identify and analyse a range of sources/data in terms of origin and purpose

---

Content (topics, knowledge, skills)

- global poverty and inequality issues, including class structure and gender
  - roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples
  - economic policies and resource management, including effects on indigenous peoples
  - globalization and economic interdependence
  - international co-operation and responses to global issues
  - regional and international conflict
  - media technologies and coverage of current events
- 

**Indigenous Peoples and Governmental Relationships (6 weeks)**

**Authors:** Jeff Trapp, Nadine Yassa, Joseph Adams

---

**Key Concepts** Global interaction

---

**Related Concept(s)** Power, Causality (cause and consequence), Resources, Culture, Equity, Identity, Perspective

---

**Global Context**

Identities and relationships

Physical, psychological and social development, Health and well-being, Moral reasoning and ethical judgment, Identity formation, Self-esteem, Roles and role models, Attitudes, Independence

Orientation in space and time

Natural and human landscapes and resources, Civilizations and social histories, Heritage, Migration, Displacement and exchange, Epochs, Eras, Turning points and “big history”, Peoples, Boundaries, Evolution, Indigenous understanding

Fairness and development

Power and privilege, Imagining a hopeful future, Human capability and development, Social entrepreneurs, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict

---

management, Authority, Security and freedom, Ecology and disparate impact

---

**Statement of Inquiry** We will investigate how the relationship between land and the people who inhabit it can define the culture, politics and history of a nation

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. use vocabulary in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples

**B: Investigating**  
i. explain the choice of a research question  
iii. collect and record relevant information consistent with the research question

**C: Communicating**  
i. communicate information and ideas with clarity  
ii. organize information and ideas effectively for the task  
iii. list sources of information in a way that follows the task instructions

**D: Thinking critically**  
i. identify the main points of ideas, events, visual representation or arguments  
ii. use information to give an opinion  
iii. identify and analyse a range of sources/data in terms of origin and purpose  
iv. identify different views and their implications

---

**Content (topics, knowledge, skills)**

- the urbanization and migration of people
- roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples
- different systems of government
- regional and international conflict

---

**News, Weather and Sports (6 weeks)**

**Authors:** Jeff Trapp, Nadine Yassa, Joseph Adams

---

**Key Concepts**

Culture  
Global interaction  
Logic  
Perspective  
Time, place and space

---

**Related Concept(s)** Culture, Globalization, Innovation and revolution, Causality (cause and consequence)

---



Global Context Scientific and technical innovation  
Processes and solutions, Ingenuity and progress, Opportunity, Consequences and responsibility, Modernization, Digital life  
Globalization and sustainability  
Diversity and interconnection, Strategy and infrastructure

---

Statement of Inquiry Different media portray modern and past events differently.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. use vocabulary in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples  
**B: Investigating**  
i. explain the choice of a research question  
ii. follow an action plan to explore a research question  
iii. collect and record relevant information consistent with the research question  
iv. reflect on the research process and results  
**C: Communicating**  
iii. list sources of information in a way that follows the task instructions  
**D: Thinking critically**  
i. identify the main points of ideas, events, visual representation or arguments  
ii. use information to give an opinion  
iii. identify and analyse a range of sources/data in terms of origin and purpose

---

Content (topics, knowledge, skills) 

- globalization and economic interdependence
- international co-operation and responses to global issues
- media technologies and coverage of current events

---

**Colonies to Countries (6 weeks)**

**Authors:** Jeff Trapp, Nadine Yassa, Joseph Adams

---

Key Concepts Change  
Development  
Global interaction  
Identity  
Time, place and space

---

Related Concept(s) Causality (cause and consequence), Globalization, Identity, Innovation and revolution, Resources

---

Identities and relationships  
Competition and cooperation, Happiness and the good life, Transitions, Affiliation and leadership  
**Global Context** Globalization and sustainability  
Human impact on the environment, Population and demography, Diversity and interconnection, Scarcity  
Fairness and development  
Imagining a hopeful future, Human capability and development

---

**Statement of Inquiry** The birth of colonies led to the birth of the modern world.

---

**MYP subject group objective(s)**

**B: Investigating**  
i. explain the choice of a research question  
ii. follow an action plan to explore a research question  
iii. collect and record relevant information consistent with the research question  
iv. reflect on the research process and results

**D: Thinking critically**  
i. identify the main points of ideas, events, visual representation or arguments  
ii. use information to give an opinion  
iii. identify and analyse a range of sources/data in terms of origin and purpose  
iv. identify different views and their implications

---

**ATL skills**

**Social**  
II. Collaboration skills  
Working effectively with others  
Build consensus

**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)  
Keep and use a weekly planner for assignments

---

**Content (topics, knowledge, skills)**

- the urbanization and migration of people
- global poverty and inequality issues, including class structure and gender

---

## English (MYP 1)

### Identity Month (5 weeks)

---

## Unit Title

---

**Authors:** Bradley Myrholm

---

**Key Concepts** Connections  
Identity

---

**Language and literature - English**  
**Related Concept(s)** Self-expression  
**Individuals and societies - Individuals and societies**  
Identity, Perspective

---

**Global Context** Identities and relationships  
Transitions, Identity formation

---

**Statement of Inquiry** Exploring our own narratives and those of others helps us understand our identities and make connections with others.

---

### Language and literature - English

#### **B: Organizing**

i. employ organizational structures that serve the context and intention

#### **C: Producing text**

i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to support ideas

#### **D: Using language**

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

**MYP subject group objective(s)** iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

### Individuals and societies - Individuals and societies

#### **B: Investigating**

i. explain the choice of a research question

ii. follow an action plan to explore a research question

iii. collect and record relevant information consistent with the research question

iv. reflect on the research process and results

#### **C: Communicating**

i. communicate information and ideas with clarity

ii. organize information and ideas effectively for the task

iii. list sources of information in a way that follows the task instructions

---

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Negotiate ideas and knowledge with peers and teachers

ATL skills

**Social**

II. Collaboration skills

Working effectively with others

Practise empathy

Listen actively to other perspectives and ideas

---

Content (topics, knowledge, skills)

- Strategies and processes
    - writing processes
  - Language features, structures, and conventions
    - presentation techniques
- 

**The Empathy Project ("Kensuke's Kingdom" by Michael Morpago)  
(12 weeks)**

**Authors:** Bradley Myrholm

---

Key Concepts Perspective

---

Related Concept(s) Character, Structure

---

Global Context

Identities and relationships

Moral reasoning and ethical judgment

Fairness and development

---

Statement of Inquiry

To understand others, we need to imagine how they see the world and, ultimately, our perspectives and opinions of others change when we try to see the world as they do.

---

MYP subject group objective(s)

**A: Analysing**

i. identify and comment upon significant aspects of texts

ii. identify and comment upon the creator's choices

iii. justify opinions and ideas, using examples, explanations and terminology

iv. identify similarities and differences in features within and between texts

**B: Organizing**

i. employ organizational structures that serve the context and intention

---

- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**C: Producing text**

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas

**D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
  - ii. write and speak in an appropriate register and style
  - iii. use correct grammar, syntax and punctuation
  - iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
  - v. use appropriate non-verbal communication techniques
- 

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Access information to be informed and inform others

Make connections between various sources of information

Understand and use technology systems

Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

**Thinking**

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Consider multiple alternatives, including those that might be unlikely or impossible

Practise visible thinking strategies and techniques

---

- Story/text
    - forms, functions, and genres of text
    - literary elements
    - literary devices
  - Strategies and processes
    - reading strategies
    - writing processes
  - Language features, structures, and conventions
    - paragraphing
    - sentence structure and grammar
- 

ATL skills

Content (topics, knowledge, skills)

Unit Title

---

**Changemakers: Privilege and Responsibility ("A Long Walk to Water" by Linda Park) (13 weeks)**  
**Authors:** Bradley Myrholm

---

Key Concepts Connections

---

Related Concept(s) Context, Character

---

Global Context Fairness and development  
Social entrepreneurs, Inequality

---

Statement of Inquiry Our true characters are revealed through the level of action we take to help others, especially those with whom we have no connections or who are from different contexts.

---

MYP subject group objective(s)

**A: Analysing**  
i. identify and comment upon significant aspects of texts  
ii. identify and comment upon the creator's choices  
iii. justify opinions and ideas, using examples, explanations and terminology  
iv. identify similarities and differences in features within and between texts

**B: Organizing**  
i. employ organizational structures that serve the context and intention  
ii. organize opinions and ideas in a logical manner  
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**D: Using language**  
i. use appropriate and varied vocabulary, sentence structures and forms of expression  
ii. write and speak in an appropriate register and style  
iii. use correct grammar, syntax and punctuation  
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  
v. use appropriate non-verbal communication techniques

---

Description

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Use intercultural understanding to interpret communication  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension

**Self-management**  
III. Organization skills

---

Managing time and tasks effectively  
Plan short- and long-term assignments; meet deadlines  
Keep and use a weekly planner for assignments  
IV. Affective skills  
Managing state of mind  
Perseverance  
Demonstrate persistence and perseverance  
Emotional management  
Practise strategies to reduce stress and anxiety  
**Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Collect, record and verify data  
Access information to be informed and inform others  
Understand and use technology systems  
Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions  
VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

---

Content (topics, knowledge, skills)

- Story/text
    - forms, functions, and genres of text
    - text features
    - literary elements
    - literary devices
    - techniques of persuasion
  - Strategies and processes
    - reading strategies
    - writing processes
  - Language features, structures, and conventions
    - sentence structure and grammar
    - conventions
- 

**The Storytellers (Myths and Legends)**  
**(4 weeks)**

**Authors:** Bradley Myrholm

---

Key Concepts Creativity

---

Related Concept(s) Audience imperatives, Self-expression

---

Global Context Personal and cultural expression  
Belief systems, Artistry

---

Crafting and orally communicating stories to illustrate principles and beliefs is an art form and a valuable skill for life.

Statement of Inquiry

**Creatively communicating ideas, concepts, and beliefs with stories is an art form.**

---

**A: Analysing**

- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts

**B: Organizing**

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner

**C: Producing text**

- MYP subject group objective(s)
- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
  - ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

**D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
  - ii. write and speak in an appropriate register and style
  - iii. use correct grammar, syntax and punctuation
  - iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
  - v. use appropriate non-verbal communication techniques
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of speaking techniques to communicate with a variety of audiences

ATL skills

Share ideas with multiple audiences using a variety of digital environments and media

**Thinking**

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Make unexpected or unusual connections between objects and/or ideas

Create original works and ideas; use existing works and ideas in new ways

---



## Unit Title

---

- Content (topics, knowledge, skills)
- Story/text
    - forms, functions, and genres of text
    - text features
  - Strategies and processes
    - oral language strategies
  - Language features, structures, and conventions
    - features of oral language
    - language varieties
    - sentence structure and grammar
    - presentation techniques
- 

## Music (MYP 1)

### Unit Title

---

#### **The Song of My People (4 weeks)**

**Authors:** Nadine Yassa, Tristan Clausen

---

Key Concepts Identity

---

Related Concept(s) Expression, Role

---

Global Context Identities and relationships  
Identity formation

---

Statement of Inquiry The role of folklore is to express identity formation.

---

- MYP subject group objective(s)
- A: Knowing and understanding**
- demonstrate awareness of the art form studied, including the use of appropriate language
  - demonstrate awareness of the relationship between the art form and its context
- B: Developing skills**
- demonstrate the acquisition and development of the skills and techniques of the art form studied
  - demonstrate the application of skills and techniques to create, perform and/or present art
- D: Responding**
- identify connections between art forms, art and context, or art and prior learning
  - recognize that the world contains inspiration or influence for art
  - evaluate certain elements or principles of artwork
-

Description

**Research**  
**ATL skills** VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

---

Students are expected to know the following:

- Content (topics, knowledge, skills)**
- a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places
  - personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment
- 

**How Can I Keep from Singing?**  
**(36 weeks)**

**Authors:** Tristan Clausen

---

**Key Concepts** Aesthetics

---

**Related Concept(s)** Expression, Presentation

---

**Global Context** Personal and cultural expression  
Craft

---

**Statement of Inquiry** Aesthetic appreciation is developed through crafting an expressive presentation.

---

**MYP subject group objective(s)**

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**D: Responding**  
iii. evaluate certain elements or principles of artwork

---

Description

**Social**  
**ATL skills** II. Collaboration skills  
Working effectively with others  
Encourage others to contribute

---

Unit Title

---

Content (topics, knowledge, skills)

- Students are expected to know the following:
    - music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, includes but not limited to: beat/pulse, metre/duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
    - personal and social responsibility associated with creating, performing, and responding in music
- 

**Ukulele (8 weeks)**

**Authors:** Tristan Clausen

---

Key Concepts Communication

---

Related Concept(s) Style, Genre

---

Global Context  
Personal and cultural expression  
Craft

---

Statement of Inquiry Genre is communicated through carefully crafted stylistic characteristics.

---

MYP subject group objective(s)

- C: Thinking creatively**
    - i. identify an artistic intention
  - D: Responding**
    - i. identify connections between art forms, art and context, or art and prior learning
    - ii. recognize that the world contains inspiration or influence for art
    - iii. evaluate certain elements or principles of artwork
- 

ATL skills

Description  
**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback

---

Content (topics, knowledge, skills)

- Students are expected to know the following:
    - purposeful application of elements and principles to create meaning in the arts, including but not limited to: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
    - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
    - notation in music and dance to represent sounds, ideas, movement, elements, and actions
-

# French (MYP 1)

## Unit Title

---

### Unit 1 - Quelle est mon identité culturelle? (8 weeks)

Authors: Sandrine Leopold, Laura Wood

---

Key Concepts Culture  
Identity

---

Related Concept(s) Phase 1 - Audience, Context

---

Global Context Identities and relationships  
Identity formation

---

Statement of Inquiry Our cultural identity is revealed through the country we live in, the people around us and the relationships we establish.

---

#### Phase

#### **B Reading**

Demonstrate understanding of explicit and implicit written information in multimodal texts

What is the text type?

What is the content?

What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)

Demonstrate understanding of conventions

What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.

What is the communicative purpose of the text?

Who is the intended audience?

What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.

MYP subject group objective(s) Demonstrate understanding of relationships between the various components of the multimodal text

Do they share the same context?

Does the text link to the student's personal world?

Emergent level (phase 1 and 2)

i. identify explicit and implicit information (facts, opinions, messages and supporting details)

ii. analyse conventions

iii. analyse connections

#### **C Speaking**

Use spoken language to communicate and interact with others

What is the role of the student/speaker?

What is the context?

Who is the audience?

What is the purpose of the interaction?

---

What is the message?  
Demonstrate accuracy and fluency in speaking  
How accurately is the language used?  
To what extent is the language conversation intelligible?  
Communicate clearly and effectively  
How well does the student communicate information?  
How accurately and fluently are the relevant information and ideas communicated?  
Emergent level (phase 1 and 2)  
i. use a wide range of vocabulary  
ii. use a wide range of grammatical structures generally accurately  
iii. use clear pronunciation and intonation in comprehensible manner  
iv. communicate all the required information clearly and effectively

---

Description

### **Communication—communication skills**

•In order for students to **demonstrate understanding of explicit and implicit information of written information in multimodal texts (A i & B i)**, they will need to **read critically and for comprehension** (ATL category: Communication, ATL cluster: Communication).

•In order for students to **use spoken language to communicate and interact with others (C i)**, they will need to **use a variety of media to communicate with a range of audience**.

### **Social**

ATL skills

- Working effectively with others
- Listen actively to other perspectives and ideas

### **Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of media to communicate with a range of audiences

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

### **Social**

II. Collaboration skills

Working effectively with others

Listen actively to other perspectives and ideas

---

- name
- nationality
- age
- family
- personality
- physical appearance
- tastes
- languages
- Cities and countries

**Grammar**

Masculine and feminine

The agreement of names in gender and number

The agreement of adjectives in gender and number

Basic verbs ("to be" and "to have")

-ER verbs

---

**Unit 2- Qu'est-ce qu'il y a autour de moi? (8 weeks)**

**Authors:** Amy Heffring, Sandrine Leopold

---

**Key Concepts** Communication

---

**Related Concept(s)** *Phase 1 - Form, Function, Message*  
*Phase 2 - Form, Function, Message*

---

**Global Context** Orientation in space and time  
Natural and human landscapes and resources

---

Statement of Inquiry Communication with others allows us to form a world around us at a specific time and place.

---

MYP subject group objective(s)	<p><i>Phase</i> <b>B Reading</b> Emergent level (phase 1 and 2) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections</p> <p><b>D Writing</b> Emergent level (phase 1 and 2) i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p>
--------------------------------	--

---

ATL skills	<p>Description</p> <p><b>Communication</b> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Make inferences and draw conclusions Write for different purposes</p> <p><b>Social</b> II. Collaboration skills Working effectively with others Delegate and share responsibility for decision-making Listen actively to other perspectives and ideas</p> <p><b>Research</b> VI. Information literacy skills Finding, interpreting, judging and creating information Collect, record and verify data Access information to be informed and inform others</p> <p><b>Thinking</b> VIII. Critical thinking skills Analysing and evaluating issues and ideas Draw reasonable conclusions and generalizations IX. Creative thinking skills Generating novel ideas and considering new perspectives</p>
------------	---

---

## Unit Title

---

Use brainstorming and visual diagrams to generate new ideas and inquiries  
Consider multiple alternatives, including those that might be unlikely or impossible  
Create novel solutions to authentic problems  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Apply skills and knowledge in unfamiliar situations

---

Content (topics, knowledge, skills)

common, high-frequency vocabulary and sentence structures for communicating meaning:

- common questions
- reasons for likes, dislikes, and preferences
- cultural aspects of communities

---

### Unit 3 - Pourquoi faire la fête?

(11 weeks)

Authors: Sandrine Leopold

---

Key Concepts Culture

---

Related Concept(s)

Phase 1 - Function, Purpose  
Phase 2 - Function, Purpose

---

Global Context

Personal and cultural expression  
Belief systems, Ritual and play

---

Statement of Inquiry

The holidays and festivals we celebrate give us the opportunity to express and share our values and beliefs.

---

MYP subject group objective(s)

Phase

#### A Listening

Emergent level (phase 1 and 2)

- identify explicit and implicit information (facts, opinions, messages and supporting details)
- analyse conventions
- analyse connections

#### C Speaking

Emergent level (phase 1 and 2)

- use a wide range of vocabulary
  - use a wide range of grammatical structures generally accurately
  - use clear pronunciation and intonation in comprehensible manner
-



iv. communicate all the required information clearly and effectively

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of speaking techniques to communicate with a variety of audiences

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Write for different purposes

**Social**

II. Collaboration skills

Working effectively with others

Delegate and share responsibility for decision-making

Build consensus

Listen actively to other perspectives and ideas

Give and receive meaningful feedback

**ATL skills Self-management**

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider content

What did I learn about today?

What don't I yet understand?

What questions do I have now?

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

**Thinking**

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

---

Content (topics, knowledge, skills) Students will:

---

- Discover French-speaking festivals and celebrations.
  - Explore the traditions and beliefs of French-speaking festivals and celebrations.
  - Take action to share our knowledge about the holidays at school and francophone festivals.
- 

**Unit 4 - What is school for? (8 weeks)**

**Authors:** Sandrine Leopold

---

**Key Concepts** Connections

---

**Related Concept(s)** *Phase 1 - Purpose, Structure*  
*Phase 2 - Purpose, Structure*

---

**Global Context** Fairness and development

---

**Statement of Inquiry** School provides structure and purpose in our lives and allows us to develop and give us all different opportunities.

---

**MYP subject group objective(s)** *Phase*  
**A Listening**  
Emergent level (phase 1 and 2)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections  
**D Writing**  
Emergent level (phase 1 and 2)  
i. use a wide range of vocabulary  
ii. use a wide range of grammatical structures generally accurately  
iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices  
iv. communicate all the required information with a clear sense of audience and purpose to suit the context

---

**ATL skills** Description  
**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Use intercultural understanding to interpret communication  
Use a variety of speaking techniques to communicate with a variety of audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension

---

Make inferences and draw conclusions  
Write for different purposes  
Organize and depict information logically

**Social**

II. Collaboration skills  
Working effectively with others  
Manage and resolve conflict and work collaboratively in teams  
Build consensus

**Self-management**

V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Consider content  
What did I learn about today?  
What don't I yet understand?  
What questions do I have now?  
Consider ATL skills development  
What can I already do?  
How can I share my skills to help peers who need more practice?  
What will I work on next?  
Consider personal learning strategies  
What can I do to become a more efficient and effective learner?  
How can I become more flexible in my choice of learning strategies?  
What factors are important for helping me learn well?

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument  
Draw reasonable conclusions and generalizations  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries

---

Students will:

- Find out what they like to study, their interests and their skills.
- Explore different schools and the purpose of school.
- Take action by taking their learning in hand.

Grammar :

---

## Unit Title

---

Reflexive verbs

The comparison and the superlative

The near future

---

## Sciences (MYP 1)

### Unit Title

---

#### **Unit 0: Intro to Inquiry (3 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

**Key Concepts** Change  
Relationships  
Systems

---

**Related Concept(s)** Models, Patterns, Evidence

---

**Global Context** Orientation in space and time  
Scientific and technical innovation  
Models, Methods, Processes and solutions, Ingenuity and progress, Principles and discoveries

---

**Statement of Inquiry** By creating, investigating, and using models, evidence, and patterns we can grow and develop our understandings of changes, relationships, and systems; informing and constructing our views on the world around us, our orientation in space and time, and science.

---

**MYP subject group objective(s)** **C: Processing and evaluating**  
ii. interpret data and outline results using scientific reasoning

---

**ATL skills** Description  
**Self-management**  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Consider content  
What questions do I have now?  
Keep a journal to record reflections

---

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Use models and simulations to explore complex systems and issues  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries

**X. Transfer skills**

Utilizing skills and knowledge in multiple contexts  
Inquire in different contexts to gain a different perspective

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills  
Custom ATL skills  
Other

---

Content (topics, knowledge, skills)

Introduction to inquiry and model-based learning in science. Learning the method, approach, and pattern of learning through inquiry.

---

**Unit 1: Mixing Things Up! (Chemistry)**

**(8 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

Key Concepts Relationships

---

Related Concept(s) Models, Interaction

---

Global Context Orientation in space and time  
Indigenous understanding

---

Statement of Inquiry Models of interactions can create an understanding of relationships which are mirrored in Indigenous ways of knowing, being, and doing.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. outline scientific knowledge  
ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in

---

unfamiliar situations

iii. interpret information to make scientifically supported judgments

**B: Inquiring and designing**

i. outline an appropriate problem or research question to be tested by a scientific investigation

iv. design scientific investigations

**D: Reflecting on the impacts of science**

i. summarize the ways in which science is applied and used to address a specific problem or issue

ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used

---

Description

Communication I. Communication skills

– Negotiate ideas and knowledge with peers and teachers

Social II. Collaboration Skills

-Listen actively to other perspectives and ideas

As students' summative assessment task will be done in groups, I felt these two ATL skills are important for collaboration and accomplishing their GRASP task. I feel these skills also apply to the incorporation of Indigenous knowledge in their project. I feel it is important to teach them how to do discuss that knowledge and incorporate it in a respectful way. To apply their scientific knowledge to solve the problem they are given in their GRASP task in groups, they will have to actively listen and negotiate their ideas with each other.

ATL skills

To teach students how to “listen actively to other perspectives and ideas” I want to do an activity where we discuss what active listening means. First, together we will brainstorm a list of what people think it means or looks like to “actively listen”. This can be prompted through questions like “what makes you feel like others are really listening to you?”, “what do you do when you are really listening to someone else?”, “how can you tell that you or someone else is really listening?”, “what makes you feel like someone is not listening to you?”. I will then have students partner up and practice actively listening to each other. Each student will come up with something to share with their partner (like a brief idea or a short story). They will then tell their partner this. Once they have finished, their partner will revoice/summarize what their partner just said. The partner will then clarify what they were saying off of this summary until both partners have an understanding of what was being shared. Then, they'll swap storyteller/listener roles and do it again. After all groups have done this, each pair will present what they were talking about by having the other person share their partners story or ideas. Afterwards, we will reflect on a group of how this went using questions like “how did you feel doing this exercise?”, “what did you notice that made you feel heard and respected?”, “when someone else was telling your story, what did you feel was important for them to do?”. We will then

---

expand this to how when we use others' stories, ideas, or knowledge, it is important that we do it in an accurate and respectful way. I will then ask "so when we are doing our projects and incorporating Indigenous knowledge, how do we do that respectfully?" After these discussions, we will review some active listening techniques from active listening models and see how it compares to how we were listening in this activity.

When students begin their project with their groups, I will remind them of how we said we wanted to listen and be listened to and to utilize that as they work on their projects. To teach them how to "negotiate ideas and perspectives with peers and teachers", I will have them begin brainstorming by writing all of their ideas individually on yellow post-its. Students will then take turns sharing their ideas and just listening (with no negotiating yet). Then, they will take all of the post-its and begin to move them around to see which ideas can be used together and can now suggest adaptations. Adaptation suggestions will be written on blue post-its and added next to the original idea. These post-its provide a visual/hands on framework for how to brainstorm and problem-solve as a group. Throughout this, I will be circulating and reminding students of the process and giving feedback and guidance.

I will assess and give feedback on these two ATL skills in a few ways. First, informally by walking around and observing students doing these activities and offering immediate feedback and guidance. Second, after students have come up with an initial design, each group will have a meeting with me to discuss their design, it's feasibility (especially in regards to available materials), and I will ask them explicit questions about their use of these two ATL skills which I will record and discuss with them. And third, in their final reflection after the demo, I will have them write about how their group worked together and how they felt they implemented these skills, where they are in development of these skills, and how they feel they could improve these skills further.

#### Note-taking Skills:

-will review lesson once have an understanding of the big ideas and key takeaways

-will have to decide as a class what is important to record

-will then use notes to summarize knowledge in a flow-chart format, to synthesize knowledge and understanding of matter and its classifications

#### **Communication**

##### I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Negotiate ideas and knowledge with peers and teachers

#### **Social**

##### II. Collaboration skills

Working effectively with others

---

Unit Title

---

Listen actively to other perspectives and ideas  
Negotiate effectively  
**Self-management**  
III. Organization skills  
Managing time and tasks effectively  
Keep an organized and logical system of information files/notebooks  
Use appropriate strategies for organizing complex information

---

Content (topics, knowledge, skills)

- heterogeneous mixtures
  - mixtures:
    - separated using a difference in component properties
    - local First Peoples knowledge of separation and extraction methods
- 

**Unit 2: Body Systems (Biology)**

**(11 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

Key Concepts Systems

---

Related Concept(s) Function, Interaction

---

Global Context

Orientation in space and time  
Indigenous understanding  
Scientific and technical innovation  
Systems, Models, Methods

---

Statement of Inquiry

Experimental methods can be used to examine how systems function through relationships. (IDU)

Interactions within and between systems allow them to function and have importance to Indigenous groups.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. interpret information to make scientifically supported judgments

**B: Inquiring and designing**

---



- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and outline results using scientific reasoning
- iii. discuss the validity of a prediction based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method

**D: Reflecting on the impacts of science**

- i. summarize the ways in which science is applied and used to address a specific problem or issue
  - ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue
  - iii. apply scientific language effectively
- 

Description

**Self-management**

IV. Affective skills

Managing state of mind

Mindfulness

Practise being aware of body–mind connections

Emotional management

Practise strategies to overcome impulsiveness and anger

ATL skills Practise strategies to reduce stress and anxiety

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Gather and organize relevant information to formulate an argument

Interpret data

Evaluate evidence and arguments

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

Revise understanding based on new information and evidence

---

the basic structures and functions of body systems:

- Content (topics, knowledge, skills)
- excretory
  - reproductive
  - hormonal
  - nervous
-

Unit Title

---

**(Physics) (10 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

Key Concepts Change

---

Related Concept(s) Energy, Movement

---

Global Context  
Scientific and technical innovation  
Ingenuity and progress

---

Statement of Inquiry The consequences of change has impacts on balance and movement; an understanding of which is used to progress human ingenuity in designs.

---

MYP subject group objective(s)

**A: Knowing and understanding**  
i. outline scientific knowledge  
ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations  
iii. interpret information to make scientifically supported judgments

**B: Inquiring and designing**  
i. outline an appropriate problem or research question to be tested by a scientific investigation  
ii. outline a testable prediction using scientific reasoning  
iii. outline how to manipulate the variables, and outline how data will be collected  
iv. design scientific investigations

**C: Processing and evaluating**  
i. present collected and transformed data  
ii. interpret data and outline results using scientific reasoning  
iii. discuss the validity of a prediction based on the outcome of the scientific investigation  
iv. discuss the validity of the method  
v. describe improvements or extensions to the method

**D: Reflecting on the impacts of science**  
iii. apply scientific language effectively

---

Description

**Self-management**  
V. Reflection skills  
ATL skills (Re-)considering the process of learning; choosing and using ATL skills  
Consider ethical, cultural and environmental implications  
Keep a journal to record reflections

**Thinking**  
VIII. Critical thinking skills

---

Unit Title

---

Analysing and evaluating issues and ideas  
Use models and simulations to explore complex systems and issues  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Apply existing knowledge to generate new ideas, products or processes  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Make connections between subject groups and disciplines

---

Content (topics, knowledge, skills)

- Newton's three laws of motion
  - effects of balanced and unbalanced forces in daily physical activities
  - force of gravity
- 

**Unit 4: Space and the Universe**  
**(7 weeks)**

**Authors:** Ciara Corbett

---

Key Concepts Systems

---

Related Concept(s) Evidence, Models, Environment

---

Global Context

Orientation in space and time  
Indigenous understanding, Civilizations and social histories  
Scientific and technical innovation  
Ingenuity and progress

---

Statement of Inquiry

Ingenuity allows us to develop technology to gather evidence and observe patterns to model systems we cannot directly observe.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- outline scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- interpret information to make scientifically supported judgments

**D: Reflecting on the impacts of science**

- summarize the ways in which science is applied and used to address a specific problem or issue
  - describe and summarize the various implications of using science and its application in solving a specific problem or issue
-

- iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Organize and depict information logically

**Social**

**Self-management**

III. Organization skills

Managing time and tasks effectively

Use appropriate strategies for organizing complex information

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Research**

VII. Media literacy skills

Interacting with media to use and create ideas and information

Seek a range of perspectives from multiple and varied sources

**Thinking**

ATL skills

- the overall scale, structure, and age of the universe
- the position, motion, and components of our solar system in our galaxy

---

**ATL Skills Summary (6 weeks)**

**Authors:** Ciara Corbett

---

Description

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Compare, contrast and draw connections among (multi)media resources

**Thinking**

---

Unit Title

---

X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Inquire in different contexts to gain a different perspective  
Change the context of an inquiry to gain different perspectives  
**Subject specific skills, knowledge and understandings**

---

## Design (MYP 1)

Unit Title

---

**Paper Airplane Challenge (6 weeks)**

**Authors:** Burkie Burgess, Amy Heffring

---

**Key Concepts** Development

---

**Related Concept(s)** Evaluation, Form, Function, Adaptation

---

**Global Context** Personal and cultural expression  
Artistry, Creation, Products

---

**Statement of Inquiry** The development of any successful product requires careful evaluation and adaptation of its form and function.

---

**MYP subject group objective(s)**

**B: Developing ideas**  
i. develop a list of success criteria for the solution  
ii. present feasible design ideas, which can be correctly interpreted by others  
iii. present the chosen design  
iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

**C: Creating the solution**  
ii. demonstrate excellent technical skills when making the solution  
iii. follow the plan to create the solution, which functions as intended  
iv. list the changes made to the chosen design and plan when making the solution

---

**ATL skills** Description  
**Communication**  
**Self-management**  
**Thinking**

---

**Content (topics, knowledge, skills)** • Computational Thinking

---

- visual representations of problems and data
  - Drafting
    - technical drawing, including sketching techniques and manual drafting techniques
    - elements of plans and drawings
- 

**Eco-Friendly Amusement Park Challenge  
(14 weeks)**

**Authors:** Burkie Burgess

---

**Key Concepts** Communities

---

**Related Concept(s)** Resources, Sustainability

---

**Global Context** Globalization and sustainability  
Human impact on the environment, Consumption, Conservation, Natural resources and public goods

---

**Statement of Inquiry** **Communities can be positively impacted when sustainable resources are used to design a new product and/or service.**

---

**MYP subject group objective(s)**

**A: Inquiring and analysing**

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of an existing product that inspires a solution to the problem
- iv. present the main findings of relevant research

**B: Developing ideas**

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

---

Description

**Research**

**ATL skills** VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others  
Present information in a variety of formats and platforms  
Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

**Thinking**

---

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Consider multiple alternatives, including those that might be unlikely or impossible  
Create novel solutions to authentic problems  
Design improvements to existing machines, media and technologies  
Design new machines, media and technologies  
Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

---

**Healthy Eating: Class Cookbook**

**Challenge (9 weeks)**

**Authors:** Amy Heffring, Burkie Burgess

---

**Key Concepts** Development

---

**Related Concept(s)** Adaptation

---

**Global Context** Identities and relationships  
Health and well-being, Lifestyle choices

---

**Statement of Inquiry** Developments that support health and well-being usually include adaptations which must balance multiple (and sometimes conflicting) requirements.

---

**MYP subject group objective(s)**

**A: Inquiring and analysing**  
i. explain and justify the need for a solution to a problem  
ii. state and prioritize the main points of research needed to develop a solution to the problem  
iv. present the main findings of relevant research

**B: Developing ideas**  
i. develop a list of success criteria for the solution  
ii. present feasible design ideas, which can be correctly interpreted by others  
iii. present the chosen design  
iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

**C: Creating the solution**  
iii. follow the plan to create the solution, which functions as intended  
iv. list the changes made to the chosen design and plan when making the solution

**D: Evaluating**  
i. outline simple, relevant testing methods, which generate data, to measure the success of the solution  
ii. outline the success of the solution against the design specification

---

- iii. outline how the solution could be improved
  - iv. outline the impact of the solution on the client/target audience
- 

Description

**Research**

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions

ATL skills

**Thinking**

- VIII. Critical thinking skills
  - Analysing and evaluating issues and ideas
  - Interpret data
  - Test generalizations and conclusions
  - Identify obstacles and challenges
  - IX. Creative thinking skills
  - Generating novel ideas and considering new perspectives
  - Consider multiple alternatives, including those that might be unlikely or impossible
  - Create novel solutions to authentic problems
  - Apply existing knowledge to generate new ideas, products or processes
- 

Content (topics, knowledge, skills)

- Food Studies
    - basic food handling and simple preparation techniques and equipment
    - factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions
    - factors that influence food choices, including cost, availability, and family and cultural influences
  - Media Arts
    - digital and non-digital media, and their distinguishing characteristics and uses
- 

**Costume Design Challenge (10 weeks)**

**Authors:** Amy Heffring, Burkie Burgess

---

Key Concepts Aesthetics

---

Related Concept(s) Collaboration, Form, Function

---

Global Context Personal and cultural expression  
Artistry, Creation

---



Statement of Inquiry

Through collaborative communication, we can enhance the aesthetic form, as well as the practical function of a product in order to meet the needs of a specific client.

---

MYP subject group objective(s)

**A: Inquiring and analysing**

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of an existing product that inspires a solution to the problem
- iv. present the main findings of relevant research

**B: Developing ideas**

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

**C: Creating the solution**

- i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. list the changes made to the chosen design and plan when making the solution

**D: Evaluating**

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
  - ii. outline the success of the solution against the design specification
  - iii. outline how the solution could be improved
  - iv. outline the impact of the solution on the client/target audience
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction  
Negotiate ideas and knowledge with peers and teachers  
Collaborate with peers and experts using a variety of digital environments and media

**Self-management**

III. Organization skills

ATL skills Managing time and tasks effectively  
Plan short- and long-term assignments; meet deadlines  
Bring necessary equipment and supplies to class  
IV. Affective skills  
Managing state of mind  
Perseverance  
Demonstrate persistence and perseverance  
Resilience  
Practise “bouncing back” after adversity, mistakes and failures  
V. Reflection skills

---

(Re-)considering the process of learning; choosing and using ATL skills

Consider content

What did I learn about today?

What don't I yet understand?

What questions do I have now?

Keep a journal to record reflections

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Make connections between various sources of information

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Consider ideas from multiple perspectives

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Create novel solutions to authentic problems

---

Content (topics, knowledge, skills)

- Computational Thinking
    - visual representations of problems and data
  - Entrepreneurship and Marketing
    - role of entrepreneurship in designing and making products and services
    - branding of products, services, institutions, or places
    - pricing product/service, including decision to seek profit or break even
    - role of basic financial record-keeping and budgeting
  - Textiles
    - range of uses of textiles
    - variety of textile materials
- 

**Building Community Spaces (6 weeks)**

**Authors:** Nick Yaremchuk

---

Key Concepts Communities

---

Related Concept(s) Function, Form

---

Statement of Inquiry We will understand how the outdoor environment can help us reimagine and design creative community spaces through inquiry

---

and creation.

MYP subject group objective(s)

**A: Inquiring and analysing**

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of an existing product that inspires a solution to the problem
- iv. present the main findings of relevant research

**B: Developing ideas**

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

**C: Creating the solution**

- i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. list the changes made to the chosen design and plan when making the solution

**D: Evaluating**

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- ii. outline the success of the solution against the design specification
- iii. outline how the solution could be improved
- iv. outline the impact of the solution on the client/target audience

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

ATL skills Collaborate with peers and experts using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Make inferences and draw conclusions

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills

Custom ATL skills

Other

---

## Design (MYP 2)

**Find your soul in the forest - Exterior**

**Design - Creating Community and**

---

Unit Title

---

**Creative Spaces (9 weeks)**

**Authors:** Amy Heffring, Nick Yaremchuk

---

Key Concepts Communities

---

Related Concept(s) Collaboration, Form

---

Global Context Personal and cultural expression  
Artistry, Creation

---

Statement of Inquiry We will understand how the outdoor environment can help us re-imagine and design creative community spaces through an inquiry into artistry and creation.

Collaboratively created spaces promote community.

---

MYP subject group objective(s) **A: Inquiring and analysing**  
i. explain and justify the need for a solution to a problem  
**B: Developing ideas**  
ii. present a range of feasible design ideas, which can be correctly interpreted by others  
**C: Creating the solution**  
i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution  
**D: Evaluating**  
iv. describe the impact of the solution on the client/target audience

---

Description

**Thinking**

IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Create novel solutions to authentic problems

ATL skills Design improvements to existing machines, media and technologies  
Make guesses, ask “what if” questions and generate testable hypotheses  
Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments  
Practise visible thinking strategies and techniques  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Compare conceptual understanding across multiple subject groups and disciplines

---

Content (topics, knowledge, skills) • Drafting

---

- technical drawing, including sketching techniques and manual drafting techniques
  - elements of plans and drawings
  - Media Arts
    - digital and non-digital media, and their distinguishing characteristics and uses
    - techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure
    - media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes
    - influences of digital media for the purpose of communication and self-expression
- 

**One Piece at a Time - Rube Goldberg  
Machines (13 weeks)**

**Authors:** Amy Heffring, Nick Yaremchuk

---

**Key Concepts** Creativity

---

**Related Concept(s)** Invention, Function

---

**Global Context** Scientific and technical innovation  
Ingenuity and progress

---

**Statement of Inquiry** Creatively designing and iterations in building are essential to engineering.

---

**MYP subject group objective(s)**

**B: Developing ideas**

- i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution

**C: Creating the solution**

- i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. explain changes made to the chosen design and plan when making the solution

---

**ATL skills**

Description

**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)  
Keep and use a weekly planner for assignments  
Set goals that are challenging and realistic  
Bring necessary equipment and supplies to class  
Keep an organized and logical system of information files/notebooks

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems  
Gather and organize relevant information to formulate an argument  
Draw reasonable conclusions and generalizations  
Test generalizations and conclusions  
Revise understanding based on new information and evidence  
Propose and evaluate a variety of solutions  
Identify obstacles and challenges  
Use models and simulations to explore complex systems and issues

---

Drafting

Content (topics, knowledge, skills)

- technical drawing, including sketching techniques and manual drafting techniques
  - elements of plans and drawings
  - simple computer-aided drafting programs
- 

**Re-Use, Recycle, Rekindle - Rocket**

**Stoves (11 weeks)**

**Authors:** Nick Yaremchuk

---

Key Concepts Form

---

Related Concept(s) Function

---

Global Context

Scientific and technical innovation  
Products

---

Statement of Inquiry The principles of fire need to be understood when building a wood-burning stove.

---

MYP subject group objective(s)

**A: Inquiring and analysing**

- i. explain and justify the need for a solution to a problem
  - ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
-

iii. analyse a group of similar products that inspire a solution to the problem

iv. develop a design brief, which presents the analysis of relevant research

**B: Developing ideas**

i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected

ii. present a range of feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design and outline the reasons for its selection

iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution

**C: Creating the solution**

i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended

iv. explain changes made to the chosen design and plan when making the solution

**D: Evaluating**

i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

ii. explain the success of the solution against the design specification

iii. describe how the solution could be improved

iv. describe the impact of the solution on the client/target audience

---

Description

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Make connections between various sources of information

Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Understand and use technology systems

VII. Media literacy skills

Interacting with media to use and create ideas and information

Seek a range of perspectives from multiple and varied sources

**Thinking**

VIII. Critical thinking skills

ATL skills  
Analysing and evaluating issues and ideas

Test generalizations and conclusions

Consider ideas from multiple perspectives

Develop contrary or opposing arguments

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Compare conceptual understanding across multiple subject groups and disciplines

Make connections between subject groups and disciplines

Combine knowledge, understanding and skills to create products or solutions

---

Unit Title

---

Content (topics, knowledge, skills) Scaled drawings, sketching, working with metal, using metal working tools, safety in the metal shop.

---

## Mathematics (MYP 2)

Unit Title

---

**Decimals, Percentages & Financial**

**Literacy (14 weeks)**

**Authors:** Julie Carere, Amy Heffring

---

Key Concepts Form

---

Related Concept(s) Representation, Quantity

---

Global Context Fairness and development  
Democracy, Politics

---

Statement of Inquiry Representing quantities of data in various forms can have a powerful impact on peoples' beliefs in society.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations  
**B: Investigating patterns**  
i. select and apply mathematical problem-solving techniques to discover complex patterns  
**C: Communicating**  
i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations  
ii. use appropriate forms of mathematical representation to present information  
iii. move between different forms of mathematical representation  
**D: Applying mathematics in real-life contexts**  
i. identify relevant elements of authentic real-life situations  
v. explain whether a solution makes sense in the context of the authentic real-life situation

---

ATL skills Description  
**Social**  
**Self-management**

---

Content (topics, knowledge, skills) 

- multiplication and division facts to 100 (extending computational fluency)
- operations with integers (addition, subtraction, multiplication, division, and order of operations)

---



- operations with decimals (addition, subtraction, multiplication, division, and order of operations)
  - relationships between decimals, fractions, ratios, and percents
  - financial literacy – financial percentage
- 

**Organizing unknown information  
(12 weeks)**

**Authors:** Steve Sparling, Julie Carere, Amy Heffring

---

**Key Concepts** Relationships

---

**Related Concept(s)** Model, Pattern, Representation

---

**Global Context** Globalization and sustainability  
Human impact on the environment, Consumption, Natural resources and public goods, Data-driven decision-making

---

**Statement of Inquiry** Models represent relationships between variables which can lead to better understanding and decision making when considering global sustainability issues.

---

**MYP subject group objective(s)**

**B: Investigating patterns**

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as relationships and/or general rules consistent with findings
- iii. verify and justify relationships and/or general rules

**C: Communicating**

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete and coherent mathematical lines of reasoning
- v. organize information using a logical structure

---

**ATL skills** Description  
**Thinking**

---

**Content (topics, knowledge, skills)**

- discrete linear relations, using expressions, tables, and graphs
- two-step equations with whole-number coefficients, constants, and solutions
- Cartesian coordinates and graphing

---

- combinations of transformations
- 

**Shape and geometry (4 weeks)**

**Authors:** Steve Sparling, Amy Heffring, Julie Carere

---

**Key Concepts** Form

---

**Related Concept(s)** Model, Space, System

---

**Global Context** Orientation in space and time  
Scale, Duration, Boundaries, Indigenous understanding

---

**Statement of Inquiry** Generalizing relationships between measurements can help explore the formation of human and natural landscapes.

---

**MYP subject group objective(s)**

- A: Knowing and understanding**
  - i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
  - ii. apply the selected mathematics successfully when solving problems
  - iii. solve problems correctly in a variety of contexts
- D: Applying mathematics in real-life contexts**
  - i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - iv. explain the degree of accuracy of a solution
  - v. explain whether a solution makes sense in the context of the authentic real-life situation

---

**ATL skills**

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Interpret and use effectively modes of non-verbal communication

Reading, writing and using language to gather and communicate information

Understand and use mathematical notation

Organize and depict information logically

---

**Content (topics, knowledge, skills)**

- circumference and area of circles
- volume of rectangular prisms and cylinders

---

**Statistics & Probability (5 weeks)**

**Authors:** Julie Carere

---

Key Concepts Logic

---

Related Concept(s) Representation, System, Validity

---

Global Context Personal and cultural expression  
Ritual and play

---

Statement of Inquiry A logical system of representation can help explore and analyze games that humans play.

---

MYP subject group objective(s)

**B: Investigating patterns**  
i. select and apply mathematical problem-solving techniques to discover complex patterns  
ii. describe patterns as relationships and/or general rules consistent with findings  
iii. verify and justify relationships and/or general rules

**C: Communicating**  
i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations  
ii. use appropriate forms of mathematical representation to present information  
iii. move between different forms of mathematical representation  
iv. communicate complete and coherent mathematical lines of reasoning  
v. organize information using a logical structure

---

Description

Students will develop media literacy skills by researching local media for statistical information during various lessons and be asked to find reputable sources of information and provide some insight into their findings. Students will share their work and discuss it with their peers and teacher. Students will develop information literacy skills by collecting, sorting, analyzing, and reporting data for an assignment. Students will communicate their mathematical solutions to experimental and theoretical probabilities in proper notation. Students will communicate statistical information, such as collecting and sorting data, in various forms such as tables, bar graphs, and circle graphs.

ATL skills

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Negotiate ideas and knowledge with peers and teachers

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

---

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Organize and depict information logically

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

Use memory techniques to develop long-term memory

Present information in a variety of formats and platforms

Collect and analyse data to identify solutions and make informed decisions

Process data and report results

Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Understand and use technology systems

Use critical literacy skills to analyse and interpret media communications

Understand and implement intellectual property rights

Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

Identify primary and secondary sources

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Make informed choices about personal viewing experiences

Understand the impact of media representations and modes of presentation

Seek a range of perspectives from multiple and varied sources

Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Compare, contrast and draw connections among (multi)media resources

- 
- Content (topics, knowledge, skills)
- circle graphs
  - experimental probability with two independent events

---

## Performing Arts (MYP 2)

**Stimulus - Myths and Legends - Ancient  
Narratives or Religious Texts?**

**(10 weeks)**

**Authors:** Joseph Adams

---

Key Concepts Communication

---

Related Concept(s) Play, Style, Visual culture, Composition

---

Global Context Personal and cultural expression  
Social constructions of reality, Belief systems, Ritual and play, Artistry, Practice and competency, Creation, Systems and institutions, Histories of ideas

---

Statement of Inquiry Using common visual language we can play with social constructs of reality and belief systems as part of a complex performance artistry.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language  
ii. demonstrate knowledge of the role of the art form in original or displaced contexts  
**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art  
**C: Thinking creatively**  
i. outline a clear and feasible artistic intention  
iii. demonstrate the exploration of ideas through the developmental process to a point of realization  
**D: Responding**  
i. outline connections and transfer learning to new settings  
ii. create an artistic response inspired by the world around them  
iii. evaluate the artwork of self and others

---

Description

**Self-management**  
III. Organization skills  
Managing time and tasks effectively  
Create plans to prepare for summative assessments (examinations and performances)  
Keep and use a weekly planner for assignments  
Set goals that are challenging and realistic  
Plan strategies and take action to achieve personal and academic goals  
ATL skills Bring necessary equipment and supplies to class  
Keep an organized and logical system of information files/notebooks  
Select and use technology effectively and productively  
IV. Affective skills  
Managing state of mind  
Perseverance  
Demonstrate persistence and perseverance  
Practise delaying gratification  
Resilience

---

Practise “bouncing back” after adversity, mistakes and failures  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Develop new skills, techniques and strategies for effective learning  
Identify strengths and weaknesses of personal learning strategies (self-assessment)  
**Research**

---

**The Art of Narrative (10 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Communication

---

**Related Concept(s)** Interpretation, Narrative, Play, Presentation, Audience, Role, Boundaries, Expression

---

**Global Context** Personal and cultural expression  
Metacognition and abstract thinking, Social constructions of reality, Philosophies and ways of life, Ritual and play, Artistry, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas

---

**Statement of Inquiry** We will understand how, through narrative in oral tradition, ideas and information about social constructions of reality can be transferred from generation to generation through creative artistry and play by investigating and retelling stories from different cultures and traditions.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language  
ii. demonstrate knowledge of the role of the art form in original or displaced contexts  
iii. use acquired knowledge to inform their artwork

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
i. outline a clear and feasible artistic intention  
ii. outline alternatives, perspectives, and imaginative solutions  
iii. demonstrate the exploration of ideas through the developmental process to a point of realization

**D: Responding**  
i. outline connections and transfer learning to new settings  
iii. evaluate the artwork of self and others

---

**ATL skills** Description  
**Communication**  
I. Communication skills

---

Exchanging thoughts, messages and information effectively through interaction  
Use intercultural understanding to interpret communication  
Use appropriate forms of writing for different purposes and audiences  
Use a variety of media to communicate with a range of audiences  
Reading, writing and using language to gather and communicate information  
Paraphrase accurately and concisely  
Preview and skim texts to build understanding  
Organize and depict information logically  
Structure information in summaries, essays and reports

**Social**

II. Collaboration skills

Working effectively with others  
Delegate and share responsibility for decision-making  
Listen actively to other perspectives and ideas  
Encourage others to contribute

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information  
Present information in a variety of formats and platforms  
Understand and use technology systems

**Thinking**

---

- manipulation of elements and principles to create meaning in the arts, including but not limited to:
  - drama: character, time, place, plot, tension, mood, focus, contrast
  - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
- processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
- choreographic devices
- drama forms and drama conventions
- symbolism and metaphor to explore ideas and perspective
- ethical considerations and cultural appropriation related to the arts

Content (topics, knowledge, skills)

- ◦ purposeful application of elements and principles to create meaning in the arts, including but not limited to:
    - drama: character, time, place, plot, tension, mood, focus, contrast
    - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
    - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
    - a variety of dramatic forms
    - symbolism and metaphor to explore ideas and perspective
    - personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
  - anthropological origins of humans
-

- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources
  - origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas
  - social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
    - the urbanization and migration of people
    - global poverty and inequality issues, including class structure and gender
    - regional and international conflict
- 

**Once upon a time in North America  
(9 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Identity

---

**Related Concept(s)** Role, Audience, Composition, Expression, Genre, Narrative, Presentation

---

**Global Context** Fairness and development  
Power and privilege, Imagining a hopeful future, Democracy, Politics, Government and civil society, Inequality, Rights, Civic responsibility and the public sphere, Peace and conflict management, Security and freedom, Ecology and disparate impact

---

**Statement of Inquiry** We will investigate the interaction between cultures through the prism of storytelling and devising short film based narratives that reflect the identity and the experiences between communities affected by internal and external ecological impacts and events.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language  
ii. demonstrate knowledge of the role of the art form in original or displaced contexts  
iii. use acquired knowledge to inform their artwork

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
i. outline a clear and feasible artistic intention  
ii. outline alternatives, perspectives, and imaginative solutions  
iii. demonstrate the exploration of ideas through the developmental process to a point of realization

**D: Responding**  
i. outline connections and transfer learning to new settings

---



## Unit Title

---

- ii. create an artistic response inspired by the world around them
  - iii. evaluate the artwork of self and others
- 

### Description

#### **Communication**

##### I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

Participate in, and contribute to, digital social media networks

ATL skills Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Write for different purposes

Take effective notes in class

Make effective summary notes for studying

Use a variety of organizers for academic writing tasks

#### **Subject specific skills, knowledge and understandings**

##### XI. Subject specific skills

Custom ATL skills

Other

---

### Content (topics, knowledge, skills)

- manipulation of elements and principles to create meaning in the arts, including but not limited to:
    - drama: character, time, place, plot, tension, mood, focus, contrast
    - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
  - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
  - drama forms and drama conventions
  - image development strategies
  - symbolism and metaphor to explore ideas and perspective
  - ethical considerations and cultural appropriation related to the arts
  - personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
- 

## Visual Arts (MYP 2)

### Unit Title

---

#### **Positive and negative shapes (6 weeks)**

**Authors:** Nadine Yassa, Martha George

---

Key Concepts Change

---

Related Concept(s) Composition, Visual culture

---

Global Context Personal and cultural expression  
Artistry, Craft, Creation, Beauty, Histories of ideas, Fields and disciplines

---

Statement of Inquiry By making a transformation in space from one form to another, composition will be created and in turn, students will appreciate a form of visual culture of the Japanese.

---

MYP subject group objective(s) **B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art  
**D: Responding**  
iii. evaluate the artwork of self and others

---

Description  
**Communication**  
I. Communication skills  
ATL skills Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Collaborate with peers and experts using a variety of digital environments and media  
Share ideas with multiple audiences using a variety of digital environments and media  
Reading, writing and using language to gather and communicate information  
Find information for disciplinary and interdisciplinary inquiries, using a variety of media

---

Understand the concept of space in creating art.

- manipulation of elements and principles to create meaning in the arts, including but not limited to:
  - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony
- image development strategies
- ethical considerations and cultural appropriation related to the arts
  - purposeful application of elements and principles to create meaning in the arts, including but not limited to:
    - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony
  - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
  - image development strategies

---

- a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places

---

**Tessellations in Art (6 weeks)**

**Authors:** Nadine Yassa, Martha George

---

**Key Concepts** Communication

---

**Related Concept(s)** Composition

---

**Global Context** Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Pattern and repetition can communicate motion through a unified composition.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language  
ii. demonstrate knowledge of the role of the art form in original or displaced contexts

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
i. outline a clear and feasible artistic intention  
iii. demonstrate the exploration of ideas through the developmental process to a point of realization

**D: Responding**  
i. outline connections and transfer learning to new settings  
ii. create an artistic response inspired by the world around them  
iii. evaluate the artwork of self and others

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

**ATL skills** Use a variety of speaking techniques to communicate with a variety of audiences

Collaborate with peers and experts using a variety of digital environments and media

Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Use and interpret a range of discipline-specific terms and symbols

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

---

manipulation of elements and principles to create meaning in the arts, including but not limited to:

- Content (topics, knowledge, skills) • visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony
- 

**Can a Letter be Creative? (6 weeks)**

**Authors:** Nadine Yassa, Martha George

---

Key Concepts Communication

---

Related Concept(s) Audience, Style

---

Global Context  
Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

Statement of Inquiry Text can convey a variety of meanings to different audiences and situations.

---

- MYP subject group objective(s)
- A: Knowing and understanding**
    - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
    - ii. demonstrate knowledge of the role of the art form in original or displaced contexts
  - B: Developing skills**
    - i. demonstrate the acquisition and development of the skills and techniques of the art form studied
    - ii. demonstrate the application of skills and techniques to create, perform and/or present art
  - C: Thinking creatively**
    - ii. outline alternatives, perspectives, and imaginative solutions
  - D: Responding**
    - iii. evaluate the artwork of self and others
- 

Description

ATL skills

**Communication**

- I. Communication skills
  - Exchanging thoughts, messages and information effectively through interaction
  - Give and receive meaningful feedback
  - Interpret and use effectively modes of non-verbal communication
  - Share ideas with multiple audiences using a variety of digital environments and media
  - Reading, writing and using language to gather and communicate information
  - Write for different purposes

---

Content (topics, knowledge, skills) Pen on paper with an emphasis on balance, pattern and emphasis  
manipulation of elements and principles to create meaning in the arts, including but not limited to:  
• visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony

---

**I see your point! (6 weeks)**

**Authors:** Nadine Yassa, Martha George

---

Key Concepts Communities

---

Related Concept(s) Visual culture, Presentation

---

Global Context Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

Statement of Inquiry A society's belief systems can be represented in the visual imagery within its culture

---

MYP subject group objective(s) **B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art  
**C: Thinking creatively**  
iii. demonstrate the exploration of ideas through the developmental process to a point of realization  
**D: Responding**  
ii. create an artistic response inspired by the world around them  
iii. evaluate the artwork of self and others

---

Description  
**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
ATL skills Use a variety of speaking techniques to communicate with a variety of audiences  
Share ideas with multiple audiences using a variety of digital environments and media  
Reading, writing and using language to gather and communicate information  
Make inferences and draw conclusions  
**Research**  
VI. Information literacy skills

---

## Unit Title

---

Finding, interpreting, judging and creating information  
Access information to be informed and inform others  
Collect and analyse data to identify solutions and make informed decisions  
VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Make informed choices about personal viewing experiences  
Seek a range of perspectives from multiple and varied sources

---

### Content (topics, knowledge, skills)

Paint on paper with an emphasis on pattern, colour, value and texture  
manipulation of elements and principles to create meaning in the arts, including but not limited to:

- visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony

---

### Scratching the Surface! (8 weeks)

**Authors:** Nadine Yassa, Martha George

---

**Key Concepts** Creativity

---

**Related Concept(s)** Genre, Visual culture

---

### Global Context

Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Genre will lend itself a way whereby students can define theme and symbol lending a creative artwork.

---

### MYP subject group objective(s)

**A: Knowing and understanding**  
ii. demonstrate knowledge of the role of the art form in original or displaced contexts  
**B: Developing skills**  
ii. demonstrate the application of skills and techniques to create, perform and/or present art  
**C: Thinking creatively**  
i. outline a clear and feasible artistic intention  
**D: Responding**  
ii. create an artistic response inspired by the world around them

---

### ATL skills

Description  
**Thinking**

---

## Unit Title

---

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Propose and evaluate a variety of solutions  
Identify obstacles and challenges  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Apply existing knowledge to generate new ideas, products or processes  
Create original works and ideas; use existing works and ideas in new ways  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Combine knowledge, understanding and skills to create products or solutions

---

manipulation of elements and principles to create meaning in the arts, including but not limited to:

**Content (topics, knowledge, skills)** • visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony

---

## Individuals and societies (MYP 2)

### Unit Title

---

#### **Why do we study History? (7 weeks)**

**Authors:** Nadine Yassa, Joseph Adams, Jeff Trapp

---

**Key Concepts** Systems

---

**Related Concept(s)** Culture, Perspective

---

**Global Context** Orientation in space and time  
Natural and human landscapes and resources, Migration, Epochs, Eras, Turning points and “big history”, Scale, Duration, Frequency and variability, Exchange and interaction, Indigenous understanding

---

**Statement of Inquiry** We will understand that historians attempt to reconstruct the past through examining and analyzing historical sources using a variety of skills and techniques.

---

**MYP subject group objective(s)**  
**A: Knowing and understanding**  
i. use a range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples  
**B: Investigating**

---

iii. use the methods to collect and record relevant information

iv. evaluate the research process and results, with guidance

**C: Communicating**

ii. structure information and ideas according to the task instructions

iii. create a reference list and cite sources of information

**D: Thinking critically**

ii. summarize information to make valid, well supported arguments

iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

iv. recognize different perspectives and explain their implications

---

Description

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

Present information in a variety of formats and platforms

Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

Identify primary and secondary sources

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

**ATL skills** Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Understand the impact of media representations and modes of presentation

Seek a range of perspectives from multiple and varied sources

Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Gather and organize relevant information to formulate an argument

Recognise unstated assumptions and bias

Interpret data

Evaluate evidence and arguments

Recognise and evaluate propositions

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

---



Unit Title

---

Make unexpected or unusual connections between objects and/or ideas

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Inquire in different contexts to gain a different perspective

Change the context of an inquiry to gain different perspectives

---

Content (topics, knowledge, skills)

- anthropological origins of humans
  - human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources
  - features and characteristics of civilizations, and factors that led to their rise and fall
  - interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
    - the urbanization and migration of people
    - global poverty and inequality issues, including class structure and gender
    - different systems of government
    - regional and international conflict
- 

**Early Civilisations - Arise, thrive and survive? (15 weeks)**

**Authors:** Joseph Adams, Julie Carere, Nadine Yassa, Jeff Trapp

---

Key Concepts Change

---

**Individuals and societies - Individuals and societies**

Causality (cause and consequence), Culture, Innovation and revolution

**Mathematics - Mathematics**

Related Concept(s) Generalization

**Other:**

Connect subject with concepts

---

Orientation in space and time

Global Context

Civilizations and social histories, Heritage, Pilgrimage, Migration, Displacement and exchange, Turning points and “big history”, Scale, Duration, Exchange and interaction, Evolution, Constraints and adaptation, Indigenous understanding

Mathematics

---

Statement of Inquiry We will examine how civilizations have developed at different times and locations bringing about changes and innovations that influence how we view knowledge.

---

### Individuals and societies - Individuals and societies

- MYP subject group objective(s)
- A: Knowing and understanding**
    - i. use a range of terminology in context
    - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples
  - B: Investigating**
    - i. formulate/choose a clear and focused research question, explaining its relevance
    - ii. formulate and follow an action plan to investigate a research question
    - iii. use the methods to collect and record relevant information
    - iv. evaluate the research process and results, with guidance
  - C: Communicating**
    - i. communicate information and ideas in a way that is appropriate for the audience and purpose
    - ii. structure information and ideas according to the task instructions
    - iii. create a reference list and cite sources of information
  - D: Thinking critically**
    - i. analyse concepts, issues, models, visual representation and/or theories
    - ii. summarize information to make valid, well supported arguments
    - iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations
    - iv. recognize different perspectives and explain their implications
- 

#### Description

- ATL skills
- Communication**
  - I. Communication skills
    - Exchanging thoughts, messages and information effectively through interaction
    - Use intercultural understanding to interpret communication
    - Use a variety of media to communicate with a range of audiences
    - Share ideas with multiple audiences using a variety of digital environments and media
    - Reading, writing and using language to gather and communicate information
    - Read a variety of sources for information and for pleasure
    - Paraphrase accurately and concisely
    - Organize and depict information logically
- 

- Content (topics, knowledge, skills)
- anthropological origins of humans
  - human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources
  - features and characteristics of civilizations, and factors that led to their rise and fall
  - origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas
-

- scientific, philosophical, and technological developments
  - interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
  - social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
    - the urbanization and migration of people
    - global poverty and inequality issues, including class structure and gender
    - different systems of government
    - international co-operation and responses to global issues
    - media technologies and coverage of current events
- 

**Barbarians and Empires (4 weeks)**

**Authors:** Nadine Yassa, Joseph Adams, Jeff Trapp

---

**Key Concepts** Global interaction

---

**Related Concept(s)** Resources, Causality (cause and consequence), Sustainability, Choice, Culture, Globalization, Identity, Power

---

**Global Context** Orientation in space and time  
Natural and human landscapes and resources, Civilizations and social histories, Migration, Displacement and exchange, Epochs, Eras, Turning points and “big history”, Peoples, Exchange and interaction, Constraints and adaptation, Indigenous understanding

---

**Statement of Inquiry** We will understand through an investigation into the Fall of Rome and the Rise of the Norse, how turning points in history such as the rise and fall of Empires are based upon the individuals and communities within them and their interconnectedness of place and peoples within the wider world.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. use a range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples

**B: Investigating**  
i. formulate/choose a clear and focused research question, explaining its relevance  
ii. formulate and follow an action plan to investigate a research question  
iii. use the methods to collect and record relevant information  
iv. evaluate the research process and results, with guidance

**C: Communicating**

---

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information

**D: Thinking critically**

- i. analyse concepts, issues, models, visual representation and/or theories
  - ii. summarize information to make valid, well supported arguments
  - iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations
  - iv. recognize different perspectives and explain their implications
- 

Description

**Social**

II. Collaboration skills

Working effectively with others

Practise empathy

Delegate and share responsibility for decision-making

Help others to succeed

ATL skills

Take responsibility for one's own actions

Manage and resolve conflict and work collaboratively in teams

Listen actively to other perspectives and ideas

Negotiate effectively

Encourage others to contribute

Exercise leadership and take on a variety of roles within groups

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills

Custom ATL skills

Other

---

Content (topics, knowledge, skills)

- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources
  - features and characteristics of civilizations, and factors that led to their rise and fall
  - interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
    - the urbanization and migration of people
    - different systems of government
    - globalization and economic interdependence
    - regional and international conflict
- 

**Time Before History (3 weeks)**

**Authors:** Nadine Yassa, Jeff Trapp

---

Unit Title

---

Key Concepts Change  
Development

---

Related Concept(s) Innovation and revolution, Choice

---

Global Context Identities and relationships  
Competition and cooperation, Physical, psychological and social development, Identity formation  
Scientific and technical innovation  
Processes and solutions, Adaptation, Ingenuity and progress, Risk

---

Statement of Inquiry Change and adaptation allowed early humans to survive and progress.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. use a range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples  
**B: Investigating**  
iii. use the methods to collect and record relevant information  
iv. evaluate the research process and results, with guidance  
**C: Communicating**  
ii. structure information and ideas according to the task instructions  
**D: Thinking critically**  
i. analyse concepts, issues, models, visual representation and/or theories  
iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations  
iv. recognize different perspectives and explain their implications

---

ATL skills **Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Collect, record and verify data  
Make connections between various sources of information  
Collect and analyse data to identify solutions and make informed decisions  
Identify primary and secondary sources  
VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Compare, contrast and draw connections among (multi)media resources  
**Thinking**  
VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems  
Recognise unstated assumptions and bias

---

Unit Title

---

Interpret data  
Evaluate evidence and arguments  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Consider multiple alternatives, including those that might be unlikely or impossible  
Practise visible thinking strategies and techniques  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Transfer current knowledge to learning of new technologies

---

Content (topics, knowledge, skills)

- anthropological origins of humans
  - human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources
- 

**Early Civilizations - Survive and Thrive  
(6 weeks)**

**Authors:** Nadine Yassa, Jeff Trapp

---

Key Concepts

Change  
Communities  
Culture  
Development  
Relationships

---

Related Concept(s)

Causality (cause and consequence), Processes

---

Global Context

Orientation in space and time  
Civilizations and social histories, Migration, Peoples, Exchange and interaction

---

Statement of Inquiry

By understanding how a civilization thrived and survived, one can appreciate the struggles and hurdles people have faced to reach this point.

---

MYP subject group objective(s)

**A: Knowing and understanding**  
i. use a range of terminology in context  
**B: Investigating**  
i. formulate/choose a clear and focused research question, explaining its relevance  
iii. use the methods to collect and record relevant information  
**C: Communicating**

---

## Unit Title

---

i. communicate information and ideas in a way that is appropriate for the audience and purpose

**D: Thinking critically**

- i. analyse concepts, issues, models, visual representation and/or theories
  - ii. summarize information to make valid, well supported arguments
  - iv. recognize different perspectives and explain their implications
- 

Description

**Self-management**

III. Organization skills

Managing time and tasks effectively

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

IV. Affective skills

Managing state of mind

Mindfulness

Practise focus and concentration

Practise strategies to develop mental focus

---

- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources
  - features and characteristics of civilizations, and factors that led to their rise and fall
  - interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration
    - different systems of government
- 

Content (topics, knowledge, skills)

## Physical and health education (MYP 2)

### Unit Title

---

**Design your own game (3 weeks)**

**Authors:** Travis Visscher

---

**PHE - Health and Fitness (36 weeks)**

**Authors:** Burkie Burgess, Amy Heffring,  
Travis Visscher

---

Key Concepts Change

---

Related Concept(s) Balance, Energy, Interaction

---

Global Context Identities and relationships

---

Statement of Inquiry Lifestyle influences our health and wellbeing.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding

**B: Planning for performance**

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health

**C: Applying and performing**

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively

**D: Reflecting and improving performance**

- i. describe and demonstrate strategies to enhance interpersonal skills
  - ii. explain the effectiveness of a plan based on the outcome
  - iii. explain and evaluate performance
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

**Self-management**

III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

Set goals that are challenging and realistic

Plan strategies and take action to achieve personal and academic goals

Bring necessary equipment and supplies to class

Select and use technology effectively and productively

IV. Affective skills

Managing state of mind

Mindfulness

Practise being aware of body–mind connections

Perseverance

Demonstrate persistence and perseverance

---

ATL skills



Unit Title

---

Practise delaying gratification  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Develop new skills, techniques and strategies for effective learning  
Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Make connections between various sources of information  
Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information  
Identify primary and secondary sources

---

Content (topics, knowledge, skills)

- ways to monitor and adjust physical exertion levels
  - training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity
  - sources of health information
- 

**Aesthetic Movements (3 weeks)**

**Authors:** Amy Heffring, Travis Visscher

---

Key Concepts Relationships

---

Related Concept(s) Movement, Refinement

---

Global Context

Identities and relationships  
Orientation in space and time  
Personal and cultural expression  
Other

---

Statement of Inquiry

Understanding the relationship between refined aesthetic movement and personal/cultural expression can enhance our overall well-being and our connection with others.

---

MYP subject group objective(s)

- C: Applying and performing**
- i. demonstrate and apply a range of skills and techniques
  - ii. demonstrate and apply a range of strategies and movement concepts
  - iii. outline and apply information to perform effectively
- D: Reflecting and improving performance**
- ii. explain the effectiveness of a plan based on the outcome
  - iii. explain and evaluate performance
-

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Interpret and use effectively modes of non-verbal communication

**Social**

ATL skills II. Collaboration skills

Working effectively with others

Practise empathy

Delegate and share responsibility for decision-making

Listen actively to other perspectives and ideas

Encourage others to contribute

Exercise leadership and take on a variety of roles within groups

Give and receive meaningful feedback

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Access information to be informed and inform others

---

Content (topics, knowledge, skills)

- ◦ movement concepts and strategies
- 

**Target Games (Archery, Low Organized Games) (5 weeks)**

**Authors:** Amy Heffring, Travis Visscher

---

Key Concepts

Communication  
Form

---

Related Concept(s)

Balance, Movement, Refinement

---

Global Context

Identities and relationships  
Competition and cooperation, Self-esteem

---

## Unit Title

---

### Statement of Inquiry

How does participation in archery activities enhance my physical, emotional and social well-being?

---

### MYP subject group objective(s)

#### **A: Knowing and understanding**

iii. apply physical and health terminology effectively to communicate understanding

#### **C: Applying and performing**

i. demonstrate and apply a range of skills and techniques

iii. outline and apply information to perform effectively

#### **D: Reflecting and improving performance**

iii. explain and evaluate performance

---

Description

#### **Self-management**

IV. Affective skills

ATL skills Managing state of mind

Mindfulness

Practise focus and concentration

Practise strategies to overcome distractions

Practise being aware of body–mind connections

---

### Content (topics, knowledge, skills)

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- 

## Sciences (MYP 2)

### Unit Title

---

**Sample (6 weeks)**

**Authors:** Ciara Corbett

---

**Unit 1: This Matters! (Chemistry)**

**(9 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

Key Concepts Relationships

---

Related Concept(s) Patterns, Models

---

Global Context Scientific and technical innovation

---

Globalization and sustainability  
Human impact on the environment

---

**Statement of Inquiry** Relationships help us identify patterns and create models which help us examine human impacts on the environment.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. describe scientific knowledge
- iii. analyse information to make scientifically supported judgments

**B: Inquiring and designing**

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- v. describe improvements or extensions to the method

**D: Reflecting on the impacts of science**

- i. describe the ways in which science is applied and used to address a specific problem or issue
  - ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue
  - iii. apply scientific language effectively
- 

Description

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Make inferences and draw conclusions

Take effective notes in class

Organize and depict information logically

ATL skills Structure information in summaries, essays and reports

**Self-management**

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider ethical, cultural and environmental implications

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Collect and analyse data to identify solutions and make informed decisions

---

## Unit Title

---

Process data and report results

### Thinking

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Interpret data

Evaluate evidence and arguments

Draw reasonable conclusions and generalizations

Revise understanding based on new information and evidence

Use models and simulations to explore complex systems and issues

Identify trends and forecast possibilities

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

---

Content (topics, knowledge, skills)

- elements and compounds are pure substances
  - crystalline structure of solids
  - chemical changes
- 

### Unit 3: Survivor - Outwit, Outlast, Outplay (Biology) (11 weeks)

Authors: Amy Heffring, Ciara Corbett

---

Key Concepts Relationships

---

Related Concept(s) Form, Function, Environment

---

Global Context

Orientation in space and time

Evolution

---

Statement of Inquiry Evolution results from a relationship between form, function, and environment.

---

MYP subject group objective(s)

#### A: Knowing and understanding

i. describe scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii. analyse information to make scientifically supported judgments

#### C: Processing and evaluating

i. present collected and transformed data

ii. interpret data and describe results using scientific reasoning

#### D: Reflecting on the impacts of science

---

## Unit Title

---

- i. describe the ways in which science is applied and used to address a specific problem or issue
  - ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

### Thinking

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

ATL skills Use brainstorming and visual diagrams to generate new ideas and inquiries

Make guesses, ask “what if” questions and generate testable hypotheses

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Inquire in different contexts to gain a different perspective

Change the context of an inquiry to gain different perspectives

---

Content (topics, knowledge, skills)

- organisms have evolved over time
  - survival needs
  - natural selection
- 

## Unit 2: Electricity and Magnetism (Physics) (11 weeks)

Authors: Bradley Myrholm, Ciara Corbett

---

Key Concepts Systems

---

Related Concept(s) Energy, Transformation

---

Global Context

Orientation in space and time

Natural and human landscapes and resources

Globalization and sustainability

Human impact on the environment, Commodities and commercialization, Consumption, Natural resources and public goods

---

MYP subject group objective(s)

### A: Knowing and understanding

i. describe scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii. analyse information to make scientifically supported judgments

### D: Reflecting on the impacts of science

i. describe the ways in which science is applied and used to address a specific problem or issue

---

- ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

**Social**

II. Collaboration skills

Working effectively with others

Listen actively to other perspectives and ideas

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect and analyse data to identify solutions and make informed decisions

VII. Media literacy skills

ATL skills Interacting with media to use and create ideas and information

Understand the impact of media representations and modes of presentation

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Gather and organize relevant information to formulate an argument

Evaluate evidence and arguments

Consider ideas from multiple perspectives

Develop contrary or opposing arguments

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

---

**Content**

Content (topics, knowledge, skills)

- electricity
    - generated in different ways with different environmental impacts
    - electromagnetism
- 

**Unit 4: Geology and Climate Change**

**(7 weeks)**

**Authors:** Ciara Corbett, Amy Heffring

---

Key Concepts Change

---

Related Concept(s) Environment, Evidence, Consequences

---

Global Context Orientation in space and time  
Indigenous understanding

---

Statement of Inquiry Change has environmental consequences supported and represented by evidence and Indigenous understandings.

---

MYP subject group objective(s)

**A: Knowing and understanding**  
i. describe scientific knowledge  
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  
iii. analyse information to make scientifically supported judgments

**B: Inquiring and designing**  
i. describe a problem or question to be tested by a scientific investigation  
ii. outline a testable hypothesis and explain it using scientific reasoning  
iii. describe how to manipulate the variables, and describe how data will be collected  
iv. design scientific investigations

**C: Processing and evaluating**  
i. present collected and transformed data  
ii. interpret data and describe results using scientific reasoning  
iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation  
iv. discuss the validity of the method  
v. describe improvements or extensions to the method

**D: Reflecting on the impacts of science**  
i. describe the ways in which science is applied and used to address a specific problem or issue  
ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue  
iii. apply scientific language effectively  
iv. document the work of others and sources of information used

---

Description

**Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Collect, record and verify data  
Access information to be informed and inform others

ATL skills VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)  
Demonstrate awareness of media interpretations of events and ideas (including digital social media)  
Understand the impact of media representations and modes of presentation  
Seek a range of perspectives from multiple and varied sources

---



## Unit Title

---

- Content (topics, knowledge, skills)
- the fossil record provides evidence for changes in biodiversity over geological time
  - First Peoples knowledge of changes in biodiversity over time
  - evidence of climate change over geological time and the recent impacts of humans:
    - physical records
    - local First Peoples knowledge of climate change
- 

## English (MYP 2)

### Unit Title

---

**Identity: The Experiences that Shape Us  
(9 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

Key Concepts Connections

---

Related Concept(s) Self-expression, Purpose

---

Global Context Identities and relationships  
Identity formation

---

Statement of Inquiry The exploration and expression of personal experiences helps to shape one's identity and create connections with others.

---

- MYP subject group objective(s)
- A: Analysing**
    - i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
  - B: Organizing**
    - i. employ organizational structures that serve the context and intention
  - C: Producing text**
    - i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
    - iii. select relevant details and examples to develop ideas
  - D: Using language**
    - i. use appropriate and varied vocabulary, sentence structures and forms of expression
    - ii. write and speak in an appropriate register and style
    - iii. use correct grammar, syntax and punctuation
- 

ATL skills Description

---

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use appropriate forms of writing for different purposes and audiences

Reading, writing and using language to gather and communicate information

Write for different purposes

**Social**

II. Collaboration skills

Working effectively with others

Practise empathy

Listen actively to other perspectives and ideas

---

Content (topics, knowledge, skills)

- Story/text
    - literary elements
  - Strategies and processes
    - reading strategies
    - writing processes
  - Language features, structures, and conventions
    - paragraphing
    - syntax and sentence fluency
    - conventions
- 

**Identity: Our Common Thread (9 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

Key Concepts Connections

---

Related Concept(s) Purpose, Self-expression

---

Global Context Identities and relationships  
Identity formation

---

Statement of Inquiry Through the exploration and expression of our identities, we can come to better understand and connect with others.

---

**B: Organizing**

MYP subject group objective(s)

- i. employ organizational structures that serve the context and intention
  - ii. organize opinions and ideas in a coherent and logical manner
-

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**C: Producing text**

i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas

**D: Using language**

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques

---

Description

**Communication**

I. Communication skills

ATL skills Exchanging thoughts, messages and information effectively through interaction

Use appropriate forms of writing for different purposes and audiences

Reading, writing and using language to gather and communicate information

Write for different purposes

Take effective notes in class

Structure information in summaries, essays and reports

---

Content (topics, knowledge, skills)

- Story/text
    - text features
    - literary elements
  - Strategies and processes
    - reading strategies
    - writing processes
  - Language features, structures, and conventions
    - presentation techniques
- 

**Survival 101: Holes (14 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

Key Concepts Communication  
Connections

---

Related Concept(s) Character, Setting

---

Identities and relationships  
Physical, psychological and social development  
**Global Context** Orientation in space and time  
Personal and cultural expression  
Fairness and development

---

**Statement of Inquiry** Characters in literature can show their human will to survive in difficult environments through the way they connect and communicate with others.

---

**MYP subject group objective(s)**

**A: Analysing**  
i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts  
ii. identify and explain the effects of the creator's choices on an audience  
iii. justify opinions and ideas, using examples, explanations and terminology  
iv. interpret similarities and differences in features within and between genres and texts

**B: Organizing**  
i. employ organizational structures that serve the context and intention  
ii. organize opinions and ideas in a coherent and logical manner  
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**C: Producing text**  
i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process  
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  
iii. select relevant details and examples to develop ideas

**D: Using language**  
i. use appropriate and varied vocabulary, sentence structures and forms of expression  
ii. write and speak in an appropriate register and style  
iii. use correct grammar, syntax and punctuation  
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  
v. use appropriate non-verbal communication techniques

---

Description

**Communication**  
I. Communication skills

**ATL skills** Exchanging thoughts, messages and information effectively through interaction  
Use a variety of speaking techniques to communicate with a variety of audiences  
Use appropriate forms of writing for different purposes and audiences  
Use a variety of media to communicate with a range of audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension

---

Unit Title

---

Make inferences and draw conclusions  
Use and interpret a range of discipline-specific terms and symbols  
Write for different purposes  
Use a variety of organizers for academic writing tasks  
Structure information in summaries, essays and reports

---

Content (topics, knowledge, skills)

- Story/text
    - forms, functions, and genres of text
    - text features
    - literary elements
    - literary devices
  - Strategies and processes
    - reading strategies
    - writing processes
  - Language features, structures, and conventions
    - paragraphing
    - language varieties
    - syntax and sentence fluency
    - conventions
    - presentation techniques
- 

**Perspectives: "Dear Canada" (8 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

**Key Concepts** Perspective

---

**Related Concept(s)** Context, Point of view, Audience imperatives

---

**Global Context** Orientation in space and time  
Civilizations and social histories, Turning points and “big history”, Constraints and adaptation, Indigenous understanding

---

**Statement of Inquiry** Critical readers understand that historical context and writers' perspectives affect readers' interpretations of literary texts and of the concept of truth.

---

**MYP subject group objective(s)** **A: Analysing**  
i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts

---

- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology

**B: Organizing**

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
  - ii. write and speak in an appropriate register and style
  - iii. use correct grammar, syntax and punctuation
  - iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use intercultural understanding to interpret communication

Use appropriate forms of writing for different purposes and audiences

Negotiate ideas and knowledge with peers and teachers

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Make inferences and draw conclusions

Write for different purposes

Paraphrase accurately and concisely

Use a variety of organizers for academic writing tasks

Organize and depict information logically

Structure information in summaries, essays and reports

ATL skills

**Social**

II. Collaboration skills

Working effectively with others

Practise empathy

Listen actively to other perspectives and ideas

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Gather and organize relevant information to formulate an argument

Evaluate evidence and arguments

Revise understanding based on new information and evidence

Consider ideas from multiple perspectives

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Inquire in different contexts to gain a different perspective

Make connections between subject groups and disciplines

---

Content (topics, knowledge, skills)

- Story/text
  - text features
  - argument
- Strategies and processes
  - writing processes
- Language features, structures, and conventions
  - features of oral language
  - language varieties
  - presentation techniques

---

**Creative Writing: The Power of Poetry  
(8 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

**Key Concepts** Creativity

---

**Related Concept(s)** Genres, Intertextuality, Theme

---

**Global Context** Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Understanding a genre's structure and style will assist a reader in exploring his or her own creative written expression.

---

- MYP subject group objective(s)**
- B: Organizing**
    - i. employ organizational structures that serve the context and intention
    - ii. organize opinions and ideas in a coherent and logical manner
    - iii. use referencing and formatting tools to create a presentation style suitable to the context and intention
  - C: Producing text**
    - i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
    - ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
  - D: Using language**
    - i. use appropriate and varied vocabulary, sentence structures and forms of expression
    - ii. write and speak in an appropriate register and style
- 

**ATL skills** Description

---

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use appropriate forms of writing for different purposes and audiences

Use a variety of media to communicate with a range of audiences

Reading, writing and using language to gather and communicate information

Write for different purposes

**Social**

II. Collaboration skills

Working effectively with others

Practise empathy

Listen actively to other perspectives and ideas

---

Content (topics, knowledge, skills)

- Story/text
    - forms, functions, and genres of text
    - text features
    - literary elements
    - literary devices
  - Strategies and processes
    - reading strategies
    - metacognitive strategies
    - writing processes
  - Language features, structures, and conventions
    - features of oral language
    - language varieties
    - conventions
- 

## French (MYP 2)

**Unit 1 : Quelle est mon identité culturelle? (8 weeks)**

**Authors:** Sandrine Leopold

---

Key Concepts Culture  
Identity

---

Related Concept(s) Phase 2 - Audience, Context

---



Global Context Identities and relationships  
Identity formation

Statement of Inquiry

Our cultural identity is revealed through the country we live in, the people around us and the relationships we establish.

---

*Phase*

**B Reading**

Demonstrate understanding of explicit and implicit written information in multimodal texts

What is the text type?

What is the content?

What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)

Demonstrate understanding of conventions

What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.

What is the communicative purpose of the text?

Who is the intended audience?

What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.

Demonstrate understanding of relationships between the various components of the multimodal text

Do they share the same context?

Does the text link to the student's personal world?

Emergent level (phase 1 and 2)

MYP subject group objective(s) i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections

**C Speaking**

Use spoken language to communicate and interact with others

What is the role of the student/speaker?

What is the context?

Who is the audience?

What is the purpose of the interaction?

What is the message?

Demonstrate accuracy and fluency in speaking

How accurately is the language used?

To what extent is the language conversation intelligible?

Communicate clearly and effectively

How well does the student communicate information?

How accurately and fluently are the relevant information and ideas communicated?

Emergent level (phase 1 and 2)

i. use a wide range of vocabulary

---

- ii. use a wide range of grammatical structures generally accurately
  - iii. use clear pronunciation and intonation in comprehensible manner
  - iv. communicate all the required information clearly and effectively
- 

Description

**Communication – communication skills**

- In order for students to **demonstrate understanding of explicit and implicit information of written information in multimodal texts (A i & B i)**, they will need to **read critically and for comprehension** (ATL category: Communication, ATL cluster: Communication).
- In order for students to **use spoken language to communicate and interact with others (C i)**, they will need to **use a variety of media to communicate with a range of audience**.

**Social**

ATL skills

- Working effectively with others
- Listen actively to other perspectives and ideas

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of media to communicate with a range of audiences

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

**Social**

II. Collaboration skills

Working effectively with others

Listen actively to other perspectives and ideas

---

**Vocabulary**

• name

Content (topics, knowledge, skills) • nationality

• age

• family

---

•personality

•physical appearance

•tastes

•languages

•Cities and countries

**Grammar**

Masculine and feminine

The agreement of names in gender and number

The agreement of adjectives in gender and number

Basic verbs ("to be" and "to have")

-ER verbs

---

**Unit 2- Qu'est-ce qu'il y a autour de moi? (8 weeks)**

**Authors:** Amy Heffring, Sandrine Leopold

---

**Key Concepts** Communication

---

**Related Concept(s)** Phase 2 - Form, Function, Message

---

**Global Context** Orientation in space and time  
Natural and human landscapes and resources

---

**Statement of Inquiry** Communication with others allows us to form a world around us at a specific time and place.

---

**MYP subject group objective(s)** Phase

---

**B Reading**

Emergent level (phase 1 and 2)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

**D Writing**

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
  - ii. use a wide range of grammatical structures generally accurately
  - iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
  - iv. communicate all the required information with a clear sense of audience and purpose to suit the context
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Make inferences and draw conclusions

Write for different purposes

**Social**

II. Collaboration skills

Working effectively with others

Delegate and share responsibility for decision-making

ATL skills Listen actively to other perspectives and ideas

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Draw reasonable conclusions and generalizations

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Consider multiple alternatives, including those that might be unlikely or impossible

Create novel solutions to authentic problems

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

---

## Unit Title

---

Apply skills and knowledge in unfamiliar situations

---

### Content (topics, knowledge, skills)

- common, high-frequency vocabulary and sentence structures for communicating meaning:
    - locations and directions
    - reasons for likes, dislikes, and preferences
    - simple comparisons
  - communities where French is spoken around the world
  - cultural aspects of Francophone communities
- 

## Mathematics (MYP 3)

### Unit Title

---

#### **Number Operations & Measurement (14 weeks)**

**Authors:** Amy Heffring, Julie Carere

---

**Key Concepts** Form

---

**Related Concept(s)** Space, Model

---

**Global Context** Fairness and development

---

### Statement of Inquiry

Using both our technical and creative skills, we can model a space to help determine the form and aesthetic of said space within given constraints.

---

### MYP subject group objective(s)

#### **A: Knowing and understanding**

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts

#### **D: Applying mathematics in real-life contexts**

- identify relevant elements of authentic real-life situations
  - select appropriate mathematical strategies when solving authentic real-life situations
  - apply the selected mathematical strategies successfully to reach a solution
  - explain the degree of accuracy of a solution
  - explain whether a solution makes sense in the context of the authentic real-life situation
-

Description

**Social  
Self-management**

III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

ATL skills Create plans to prepare for summative assessments (examinations and performances)

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

Plan strategies and take action to achieve personal and academic goals

Bring necessary equipment and supplies to class

Keep an organized and logical system of information files/notebooks

Use appropriate strategies for organizing complex information

Understand and use sensory learning preferences (learning styles)

Select and use technology effectively and productively

- 
- Content (topics, knowledge, skills)
- perfect squares and cubes
  - square and cube roots
  - percents less than 1 and greater than 100 (decimal and fractional percents)
  - numerical proportional reasoning (rates, ratio, proportions, and percent)
  - operations with fractions (addition, subtraction, multiplication, division, and order of operations)
  - surface area and volume of regular solids, including triangular and other right prisms and cylinders
  - Pythagorean theorem
  - financial literacy — best buys

---

**Organizing Unknown Information  
(13 weeks)**

**Authors:** Amy Heffring, Julie Carere

---

Key Concepts Relationships

---

Related Concept(s) Pattern, Representation

---

Global Context Globalization and sustainability

---

Statement of Inquiry Models represent relationships between variables which can lead to better understanding and

---

decision making when considering global sustainability issues.

---

ATL skills Description  
**Thinking**

---

- Content (topics, knowledge, skills)
- discrete linear relations (extended to larger numbers, limited to integers)
  - expressions- writing and evaluating using substitution
  - two-step equations with integer coefficients, constants, and solutions
- 

**Exploring Shapes, Objects, & Angles  
(4 weeks)**

**Authors:** Amy Heffring, Julie Carere

---

Key Concepts Form

---

Related Concept(s) Space, Model

---

Global Context Orientation in space and time  
Scale

---

Statement of Inquiry Creativity and beauty in one's work stems from an understanding of shape.

---

- MYP subject group objective(s)
- C: Communicating**
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
  - ii. use appropriate forms of mathematical representation to present information
  - iii. move between different forms of mathematical representation
  - iv. communicate complete and coherent mathematical lines of reasoning
  - v. organize information using a logical structure
- D: Applying mathematics in real-life contexts**
- i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - iv. explain the degree of accuracy of a solution
  - v. explain whether a solution makes sense in the context of the authentic real-life situation
- 

ATL skills Description

---

Unit Title

---

**Communication**

---

- Content (topics, knowledge, skills)
- Pythagorean theorem
  - construction, views, and nets of 3D objects
- 

**Statistics & Probability (6 weeks)**

**Authors:** Julie Carere, Amy Heffring

---

Key Concepts Logic

---

Related Concept(s) Approximation, Generalization, Pattern

---

Global Context Personal and cultural expression  
Ritual and play

---

Statement of Inquiry Having logic-based mathematics to study and analyze gameplay can lead to broader studies in game theory applicable to life and business.

---

- MYP subject group objective(s)
- A: Knowing and understanding**
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
  - ii. apply the selected mathematics successfully when solving problems
  - iii. solve problems correctly in a variety of contexts
- B: Investigating patterns**
- i. select and apply mathematical problem-solving techniques to discover complex patterns
  - ii. describe patterns as relationships and/or general rules consistent with findings
  - iii. verify and justify relationships and/or general rules
- 

ATL skills Description  
**Social Research**

---

- Content (topics, knowledge, skills)
- central tendency
  - theoretical probability with two independent events
-



## Individuals and societies (MYP 3)

Unit Title

---

**Topics and how to study them in Year 3  
(5 weeks)**

**Authors:** Jeff Trapp

---

**Key Concepts** Communication

---

**Related Concept(s)** Choice

---

**Global Context**

---

**Statement of Inquiry** Preparation is the key to success.

---

**MYP subject group objective(s)** **D: Thinking critically**  
iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

---

**ATL skills**

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Collaborate with peers and experts using a variety of digital environments and media  
Reading, writing and using language to gather and communicate information  
Make effective summary notes for studying

**Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Present information in a variety of formats and platforms

---

**Content (topics, knowledge, skills)** The students will self-select an area of knowledge and strength to create a binder divider for the other students. The binder divider will reflect the major themes of the unit. The students will then present their knowledge by explaining the binder cover to the class. The students will also write a reflection on their experience outlining their prior knowledge, and the process of filling in the blanks in order to present a completed project. The students will also reflect on how prepared they feel to begin the next unit, having had the outline already presented. When I begin each unit throughout the year, the students who created the binder cover will introduce the unit by re-familiarizing the class with the major themes. We will copy each binder divider and distribute them to all students.

---

**How Empires form Empires (6 weeks)**

**Authors:** Jeff Trapp, Nadine Yassa

---

**Key Concepts** Change

---

Unit Title

---

Culture  
Development  
Global interaction  
Logic  
Systems

---

**Related Concept(s)** Processes, Innovation and revolution

---

**Global Context** Orientation in space and time  
Natural and human landscapes and resources, Civilizations and social histories, Pilgrimage, Displacement and exchange, Eras, Turning points and “big history”, Peoples, Boundaries, Exchange and interaction, Constraints and adaptation, Indigenous understanding

---

**Statement of Inquiry** By studying the causal relationships among how societies affected each other, people can make better choices about our current actions.

---

Description

**Thinking**  
VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems  
Recognise unstated assumptions and bias  
Interpret data

**ATL skills**  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Consider multiple alternatives, including those that might be unlikely or impossible  
Make guesses, ask “what if” questions and generate testable hypotheses  
Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Inquire in different contexts to gain a different perspective

---

**Content (topics, knowledge, skills)**

- social, political, and economic systems and structures, including those of at least one indigenous civilization
- philosophical and cultural shifts
- interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations

---

**Knowledge Growing, Time Passing  
(3 weeks)**

---

## Unit Title

---

**Authors:** Jeff Trapp, Julie Carere, Amy Heffring

---

**Key Concepts** Communities

---

**Individuals and societies - Individuals and societies**

Identity

**Related Concept(s)**

**Mathematics - Mathematics**

Change

---

**Global Context** Orientation in space and time  
Civilizations and social histories  
Mathematics

---

**Statement of Inquiry** Discovering the contributions to mathematics from individuals from different civilizations in history helps us to understand the evolution of mathematics and the impact one person can have on the world.

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of media to communicate with a range of audiences

Share ideas with multiple audiences using a variety of digital environments and media

**Research**

**ATL skills** VI. Information literacy skills

Finding, interpreting, judging and creating information

Access information to be informed and inform others

Make connections between various sources of information

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Communicate information and ideas effectively to multiple audiences using a variety of media and formats

---

# English (MYP 3)

## Unit Title

---

**Identity: The Masks We Wear (10 weeks)**

**Authors:** Burkie Burgess, Nadine Yassa

---

Key Concepts Connections

---

Related Concept(s) Purpose, Self-expression

---

Global Context Identities and relationships  
Identity formation

---

Statement of Inquiry Exploring the challenges associated with expressing one's true identity can help to build self-confidence, empathy, and a deeper connection with others.

---

MYP subject group objective(s) **C: Producing text**  
i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process  
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  
iii. select relevant details and examples to develop ideas  
**D: Using language**  
i. use appropriate and varied vocabulary, sentence structures and forms of expression  
ii. write and speak in an appropriate register and style  
iii. use correct grammar, syntax and punctuation  
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  
v. use appropriate non-verbal communication techniques

---

Description

### Communication

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of speaking techniques to communicate with a variety of audiences

ATL skills Use appropriate forms of writing for different purposes and audiences

Negotiate ideas and knowledge with peers and teachers

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Write for different purposes

---

Paraphrase accurately and concisely  
Use a variety of organizers for academic writing tasks

**Social**

II. Collaboration skills

Working effectively with others

Practise empathy

Help others to succeed

Take responsibility for one's own actions

Listen actively to other perspectives and ideas

Encourage others to contribute

**Self-management**

III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

Set goals that are challenging and realistic

Bring necessary equipment and supplies to class

---

Content (topics, knowledge, skills)

- Story/text
    - forms, functions, and genres of text
    - text features
    - literary elements
    - elements of visual/graphic texts
  - Strategies and processes
    - reading strategies
    - writing processes
  - Language features, structures, and conventions
    - multi-paragraphing
    - language usage and context
    - elements of style
    - syntax and sentence fluency
    - conventions
    - presentation techniques
- 

**Science Fiction or Prediction? The Giver**  
**(14 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

Key Concepts Change  
Connections

---

Related Concept(s) Character, Setting, Theme

---

Global Context Scientific and technical innovation  
Adaptation, Opportunity, Risk, Consequences and responsibility

---

Statement of Inquiry Although technology is rapidly advancing and **changing**, connections we make with literature through setting, character and theme show that the human condition remains consistent.

---

MYP subject group objective(s) **A: Analysing**  
i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts  
ii. identify and explain the effects of the creator's choices on an audience  
iii. justify opinions and ideas, using examples, explanations and terminology  
iv. interpret similarities and differences in features within and between genres and texts  
**B: Organizing**  
i. employ organizational structures that serve the context and intention  
ii. organize opinions and ideas in a coherent and logical manner  
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction  
Use a variety of speaking techniques to communicate with a variety of audiences  
Use appropriate forms of writing for different purposes and audiences  
Negotiate ideas and knowledge with peers and teachers  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension  
Make inferences and draw conclusions

ATL skills Use and interpret a range of discipline-specific terms and symbols

Write for different purposes  
Paraphrase accurately and concisely  
Take effective notes in class  
Use a variety of organizers for academic writing tasks  
Find information for disciplinary and interdisciplinary inquiries, using a variety of media  
Organize and depict information logically  
Structure information in summaries, essays and reports

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems

---

Gather and organize relevant information to formulate an argument  
Recognise unstated assumptions and bias  
Evaluate evidence and arguments  
Draw reasonable conclusions and generalizations  
Revise understanding based on new information and evidence  
Formulate factual, topical, conceptual and debatable questions  
Consider ideas from multiple perspectives  
Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Inquire in different contexts to gain a different perspective  
Compare conceptual understanding across multiple subject groups and disciplines  
Make connections between subject groups and disciplines

---

Content (topics, knowledge, skills)

- Story/text
    - forms, functions, and genres of text
    - text features
    - literary elements
    - literary devices
  - Strategies and processes
    - reading strategies
    - oral language strategies
    - metacognitive strategies
    - writing processes
  - Language features, structures, and conventions
    - multi-paragraphing
    - language usage and context
    - elements of style
    - syntax and sentence fluency
    - conventions
    - presentation techniques
- 

**Mythology: Cultural Story-telling**  
**(7 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

Key Concepts Perspective

---

Related Concept(s) Purpose, Audience imperatives, Context, Genres

---

Global Context Personal and cultural expression  
Philosophies and ways of life, Belief systems

---

Statement of Inquiry Since stories are culturally and historically constructed, understanding the context and purpose of a text will help us become more open to differing perspectives.

---

MYP subject group objective(s)

**B: Organizing**  
i. employ organizational structures that serve the context and intention  
ii. organize opinions and ideas in a coherent and logical manner  
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**C: Producing text**  
i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process  
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  
iii. select relevant details and examples to develop ideas

**D: Using language**  
i. use appropriate and varied vocabulary, sentence structures and forms of expression  
ii. write and speak in an appropriate register and style  
iii. use correct grammar, syntax and punctuation  
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  
v. use appropriate non-verbal communication techniques

---

Description

**Social**

II. Collaboration skills  
Working effectively with others  
Practise empathy  
Delegate and share responsibility for decision-making  
Help others to succeed

ATL skills Take responsibility for one's own actions  
Manage and resolve conflict and work collaboratively in teams  
Build consensus  
Make fair and equitable decisions  
Listen actively to other perspectives and ideas  
Negotiate effectively  
Encourage others to contribute  
Exercise leadership and take on a variety of roles within groups  
Give and receive meaningful feedback

---



**Research  
Thinking**

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Create novel solutions to authentic problems

Make unexpected or unusual connections between objects and/or ideas

Create original works and ideas; use existing works and ideas in new ways

Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

Practise visible thinking strategies and techniques

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Apply skills and knowledge in unfamiliar situations

Inquire in different contexts to gain a different perspective

Make connections between subject groups and disciplines

---

Content (topics, knowledge, skills)

- Story/text
    - forms, functions, and genres of text
    - text features
    - elements of visual/graphic texts
    - relevance, accuracy, reliability
  - Strategies and processes
    - oral language strategies
    - metacognitive strategies
  - Language features, structures, and conventions
    - features of oral language
    - language usage and context
    - elements of style
    - presentation techniques
- 

## Design (MYP 3)

**Introduction to Design (6 weeks)**

**Authors:** Martha George

---

Key Concepts Development

---

Related Concept(s) Form, Function

---

Global Context Scientific and technical innovation  
Products, Processes and solutions

---

Statement of Inquiry Successful products solve problems in unique ways.

---

Description

**Thinking**  
VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Interpret data  
Evaluate evidence and arguments

ATL skills Draw reasonable conclusions and generalizations  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Make unexpected or unusual connections between objects and/or ideas  
Design improvements to existing machines, media and technologies

X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Inquire in different contexts to gain a different perspective  
Make connections between subject groups and disciplines

---

**Claymation - Modelling Clay (6 weeks)**

**Authors:** Martha George

---

Key Concepts Aesthetics  
Creativity

---

Related Concept(s) Form

---

Global Context Personal and cultural expression  
Craft, Products

---

Statement of Inquiry Values of a particular time influence the buildings we create.

---

**D: Evaluating**  
MYP subject group objective(s) i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution  
ii. explain the success of the solution against the design specification  
iii. describe how the solution could be improved  
iv. describe the impact of the solution on the client/target audience

---

Description

**Communication**  
I. Communication skills  
ATL skills Exchanging thoughts, messages and information effectively through interaction  
Use a variety of speaking techniques to communicate with a variety of audiences  
Interpret and use effectively modes of non-verbal communication  
Reading, writing and using language to gather and communicate information  
Use and interpret a range of discipline-specific terms and symbols  
Organize and depict information logically

---

**Design - Textiles & Sewing (6 weeks)**

**Authors:** Martha George

---

**Key Concepts** Systems

---

Function, Resources  
**Related Concept(s) Other:**  
Available resources dictate the function of systems.

---

**Global Context** Scientific and technical innovation  
Methods, Products, Processes and solutions, Adaptation, Ingenuity and progress

---

**Statement of Inquiry** Designing a product from the ground up requires a variety of planning tools, and creativity at different stages.

---

Description

**Self-management**  
ATL skills III. Organization skills  
Managing time and tasks effectively  
Plan short- and long-term assignments; meet deadlines  
Set goals that are challenging and realistic  
Bring necessary equipment and supplies to class

---

Keep an organized and logical system of information files/notebooks  
IV. Affective skills  
Managing state of mind  
Mindfulness  
Practise strategies to overcome distractions  
Practise being aware of body–mind connections  
Perseverance  
Demonstrate persistence and perseverance  
Self-motivation  
Practise managing self-talk  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Develop new skills, techniques and strategies for effective learning  
Consider content  
What don't I yet understand?  
Consider ATL skills development  
How can I share my skills to help peers who need more practice?  
Consider personal learning strategies  
What factors are important for helping me learn well?  
Keep a journal to record reflections

---

**Design - Photography - Through the Lens (8 weeks)**

**Authors:** Martha George, Amy Heffring

---

**Key Concepts** Aesthetics

---

**Related Concept(s)** Evaluation, Perspective  
**Other:**  
Aesthetics, creativity, perspectives

---

**Global Context** Personal and cultural expression  
Metacognition and abstract thinking, Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Photography is a disciplined way of seeing, of investigating landscapes, still life, objects, the interaction of light on surfaces, movement and the expressing of ideas.

---

**MYP subject group objective(s)** **A: Inquiring and analysing**  
i. explain and justify the need for a solution to a problem

---

ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem

**B: Developing ideas**

ii. present a range of feasible design ideas, which can be correctly interpreted by others

**C: Creating the solution**

ii. demonstrate excellent technical skills when making the solution

**D: Evaluating**

ii. explain the success of the solution against the design specification

iii. describe how the solution could be improved

iv. describe the impact of the solution on the client/target audience

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Participate in, and contribute to, digital social media networks

Share ideas with multiple audiences using a variety of digital environments and media

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Gather and organize relevant information to formulate an argument

Interpret data

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Make unexpected or unusual connections between objects and/or ideas

Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Combine knowledge, understanding and skills to create products or solutions

---

Digital Literacy

- elements of digital citizenship
  - ethical and legal implications of current and future technologies
  - strategies for curating personal digital content, including management, personalization, organization, and maintenance of digital content; e-mail management; and workflow
  - search techniques, how search results are selected and ranked, and criteria for evaluating search results
  - strategies to engage with personal learning networks
-

Unit Title

---

**Authors:** Martha George

---

**Key Concepts** Creativity

---

**Related Concept(s)** Adaptation, Function, Resources

---

**Global Context** Globalization and sustainability  
Human impact on the environment, Consumption, Conservation, Natural resources and public goods

---

**Statement of Inquiry** We can use waste from one product as a raw material for another, which can cause a resource neutral product.

---

Description

**ATL skills** **Social**  
II. Collaboration skills  
Working effectively with others  
Delegate and share responsibility for decision-making  
Help others to succeed  
Manage and resolve conflict and work collaboratively in teams  
Listen actively to other perspectives and ideas

---

## Visual Arts (MYP 3)

Unit Title

---

**Symbolism and metaphor to explore ideas and perspective (6 weeks)**

**Authors:** Nadine Yassa, Martha George

---

**MYP subject group objective(s)** **A: Knowing and understanding**  
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language  
ii. demonstrate knowledge of the role of the art form in original or displaced contexts  
**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
**C: Thinking creatively**  
i. outline a clear and feasible artistic intention  
**D: Responding**  
i. outline connections and transfer learning to new settings

---

**ATL skills** Description

---

## Unit Title

---

### Thinking

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Interpret data

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Apply existing knowledge to generate new ideas, products or processes

Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Apply skills and knowledge in unfamiliar situations

Combine knowledge, understanding and skills to create products or solutions

Content (topics, knowledge, skills)

- manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
  - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony
- symbolism and metaphor to explore ideas and perspective

---

## French (MYP 3)

### Unit Title

---

#### Unit 1- Friendly communication (8 weeks)

**Authors:** Laura Wood, Sandrine Leopold,  
Amy Heffring

Key Concepts Communication

Related Concept(s) Phase 2 - Form, Structure

Statement of Inquiry

Successful communication requires use of the correct grammatical form and well-organized texts.

MYP subject group objective(s)

Phase

**B Reading**

Emergent level (phase 1 and 2)

---

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

**D Writing**

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
  - ii. use a wide range of grammatical structures generally accurately
  - iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
  - iv. communicate all the required information with a clear sense of audience and purpose to suit the context
- 

Description

**Communication – communication skills**

• In order for students to **demonstrate understanding of explicit and implicit information of written information in multimodal texts (A i & B i)**, they will need to **read critically and for comprehension** (ATL category: Communication, ATL cluster: Communication).

• In order for students to **use spoken/written language to communicate and interact with others (C i & D i)**, they will need to **use a variety of media to communicate with a range of audience**.

**Social**

ATL skills

- Working effectively with others
- Listen actively to other perspectives and ideas

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction  
Use a variety of speaking techniques to communicate with a variety of audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension

**Social**

II. Collaboration skills

Working effectively with others  
Listen actively to other perspectives and ideas

---

Content (topics, knowledge, skills)

- common, high-frequency vocabulary and sentence structures for communication in past, present, and future time frames:
    - a variety of questions
    - descriptions of items, people, and personal interests
    - reasons for preferences, emotions, and physical states
-



- Francophone communities around the world
- 

**Unit 2-A quoi sert l'école? (8 weeks)**

**Authors:** Amy Heffring, Sandrine Leopold

---

**Key Concepts** Connections

---

**Related Concept(s)** Phase 2 - Purpose, Structure

---

**Global Context** Fairness and development  
Power and privilege, Imagining a hopeful future, Human capability and development, Inequality, Rights

---

**Statement of Inquiry** School provides structure and purpose in our lives and allows us to develop and give us all different opportunities.

---

**MYP subject group objective(s)**

*Phase*  
**C Speaking**  
Emergent level (phase 1 and 2)  
i.use a wide range of vocabulary  
ii.use a wide range of grammatical structures generally accurately  
iii.use clear pronunciation and intonation in comprehensible manner  
iv.communicate all the required information clearly and effectively

**D Writing**  
Emergent level (phase 1 and 2)  
i.use a wide range of vocabulary  
ii.use a wide range of grammatical structures generally accurately  
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices  
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

---

**ATL skills**

Description

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use intercultural understanding to interpret communication  
Use a variety of speaking techniques to communicate with a variety of audiences  
Use appropriate forms of writing for different purposes and audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension  
Make inferences and draw conclusions

---

Write for different purposes  
Organize and depict information logically

**Social**

II. Collaboration skills  
Working effectively with others  
Manage and resolve conflict and work collaboratively in teams  
Build consensus

**Self-management**

V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Consider content  
What did I learn about today?  
What don't I yet understand?  
What questions do I have now?  
Consider ATL skills development  
What can I already do?  
How can I share my skills to help peers who need more practice?  
What will I work on next?  
Consider personal learning strategies  
What can I do to become a more efficient and effective learner?  
How can I become more flexible in my choice of learning strategies?  
What factors are important for helping me learn well?

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument  
Draw reasonable conclusions and generalizations  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries

---

Content (topics, knowledge, skills)

- common, high-frequency vocabulary and sentence structures for communication in past, present, and future time frames:
  - comparisons and contrasts
  - beliefs and opinions
  - cultural aspects of communities
- cultural aspects of Francophone communities

---

**Unit 3 - Pourquoi faire la fête? (8 weeks)**

**Authors:** Sandrine Leopold

---

Unit Title

---

Key Concepts Culture

---

Related Concept(s) *Phase 1 - Function, Purpose*  
*Phase 2 - Function, Purpose*

---

Global Context Personal and cultural expression  
Belief systems, Ritual and play

---

Statement of Inquiry The holidays and festivals we celebrate give us the opportunity to express and share our values and beliefs.

---

MYP subject group objective(s) *Phase*  
**A Listening**  
Emergent level (phase 1 and 2)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections  
**B Reading**  
Emergent level (phase 1 and 2)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections

---

ATL skills Description  
**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use a variety of speaking techniques to communicate with a variety of audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension  
Read a variety of sources for information and for pleasure  
Make inferences and draw conclusions  
Write for different purposes  
**Social**  
II. Collaboration skills  
Working effectively with others  
Delegate and share responsibility for decision-making  
Build consensus  
Listen actively to other perspectives and ideas

---

Give and receive meaningful feedback

**Self-management**

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider content

What did I learn about today?

What don't I yet understand?

What questions do I have now?

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

**Thinking**

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

---

- Discover French-speaking festivals and celebrations.
- Explore the traditions and beliefs of French-speaking festivals and celebrations.
- Take action to share our knowledge of French festivals and festivals at school.

Content (topics, knowledge, skills) Grammar :

- Re verbs
  - Modal verbs (pouvoir, vouloir, devoir, savoir)
  - the plural of nouns in -al and -au
- 

**Unit 4 - What do you like to eat?**

**(5 weeks)**

**Authors:** Sandrine Leopold

---

Key Concepts Culture

---

Related Concept(s) *Phase 1* - Context, Conventions

---

Phase 2 - Context, Conventions

---

Global Context Identities and relationships  
Health and well-being, Lifestyle choices

---

Statement of Inquiry A country's culinary practices reflect its geographic context, culture and identity.

---

MYP subject group objective(s) *Phase*  
**A Listening**  
Emergent level (phase 1 and 2)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections  
**C Speaking**  
Emergent level (phase 1 and 2)  
i. use a wide range of vocabulary  
ii. use a wide range of grammatical structures generally accurately  
iii. use clear pronunciation and intonation in comprehensible manner  
iv. communicate all the required information clearly and effectively

---

Description  
**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use a variety of speaking techniques to communicate with a variety of audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension  
Write for different purposes  
ATL skills **Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others  
Use memory techniques to develop long-term memory  
**Thinking**  
VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument  
Draw reasonable conclusions and generalizations  
IX. Creative thinking skills

---

## Unit Title

---

Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Apply skills and knowledge in unfamiliar situations

---

### Content (topics, knowledge, skills)

Students will:

- Discover different types of food and national dishes francophones.
- Explore the dishes we eat and their nutritional value.
- Take action by tasting new, varied and unique foods.

Grammar:

- The partitive article
  - The quantity
  - The imperative
- 

## Sciences (MYP 3)

### Unit Title

---

#### **Unit 1: Chemistry (9 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

**Key Concepts** Change

---

Models

**Related Concept(s)** **Other:**

Conditions

---

**Global Context**

Scientific and technical innovation  
Principles and discoveries

---

**Statement of Inquiry** Observing changes that do or do not occur under certain conditions can help us create and evolve models of scientific

---

principles and make new discoveries.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments

**B: Inquiring and designing**

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method

**D: Reflecting on the impacts of science**

- iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Negotiate ideas and knowledge with peers and teachers

**Self-management**

III. Organization skills

Managing time and tasks effectively

ATL skills Use appropriate strategies for organizing complex information

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Interpret data

Draw reasonable conclusions and generalizations

Use models and simulations to explore complex systems and issues

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Consider multiple alternatives, including those that might be unlikely or impossible

---

Content (topics, knowledge, skills) • kinetic molecular theory (KMT)

---

- atomic theory and models
  - protons, neutrons, and quarks
  - electrons and leptons
- 

**Unit 2 - Physics (16 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

**Key Concepts** Relationships

---

**Related Concept(s)** Energy, Interaction, Models

---

**Global Context** Identities and relationships  
Health and well-being, Lifestyle choices

---

**Statement of Inquiry** Models of energy's relationships with the physical world can be created by observation of interactions which allow us to make informed lifestyle choices for our health and well-being.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments

**B: Inquiring and designing**

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method

**D: Reflecting on the impacts of science**

- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively

---

**ATL skills** Description

---



**Self-management**

IV. Affective skills

Managing state of mind

Mindfulness

Practise focus and concentration

Practise strategies to develop mental focus

Practise strategies to overcome distractions

Practise being aware of body–mind connections

Emotional management

Practise strategies to reduce stress and anxiety

Self-motivation

Practise managing self-talk

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider personal learning strategies

What can I do to become a more efficient and effective learner?

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Collect and analyse data to identify solutions and make informed decisions

Process data and report results

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Interpret data

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

Revise understanding based on new information and evidence

---

Content (topics, knowledge, skills)

- types and effects of electromagnetic radiation
- light:
  - properties
  - behaviours
  - ways of sensing

---

**Unit 3 - Biology (7 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

Key Concepts Systems

---

Related Concept(s) Form, Function

---

**Other:**

System forms result from function.

---

Identities and relationships  
**Global Context** Physical, psychological and social development  
Scientific and technical innovation

---

**Statement of Inquiry** The form of a system results from its needed function; which directly relates to physical, psychological, and social development.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. describe scientific knowledge  
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  
iii. analyse information to make scientifically supported judgments

**D: Reflecting on the impacts of science**  
i. describe the ways in which science is applied and used to address a specific problem or issue  
ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue  
iii. apply scientific language effectively  
iv. document the work of others and sources of information used

---

Description

**Self-management**  
III. Organization skills  
Managing time and tasks effectively  
**ATL skills** Plan short- and long-term assignments; meet deadlines  
Create plans to prepare for summative assessments (examinations and performances)

**Thinking**  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Generate metaphors and analogies

---

**Content (topics, knowledge, skills)**

- characteristics of life
- cell theory and types of cells
- photosynthesis and cellular respiration
- the relationship of micro-organisms with living things:
  - basic functions of the immune system

---

- vaccination and antibiotics
  - impacts of epidemics and pandemics on human populations
- 

**Unit 4 - Geology (4 weeks)**

**Authors:** Amy Heffring, Ciara Corbett

---

**Key Concepts** Change

---

Consequences, Environment, Movement

**Related Concept(s)**

**Other:**

Movement has consequences that can cause changes in the environment.

---

**Global Context**

Orientation in space and time

Indigenous understanding

---

**Statement of Inquiry**

Movement has consequences that can cause changes in the environment which are retained in Indigenous histories.

---

**A: Knowing and understanding**

i. describe scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii. analyse information to make scientifically supported judgments

**C: Processing and evaluating**

i. present collected and transformed data

**D: Reflecting on the impacts of science**

i. describe the ways in which science is applied and used to address a specific problem or issue

ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used

---

**MYP subject group objective(s)**

Description

**Self-management**

V. Reflection skills

**ATL skills**

(Re-)considering the process of learning; choosing and using ATL skills

Consider ethical, cultural and environmental implications

**Thinking**

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

---

## Unit Title

---

Change the context of an inquiry to gain different perspectives

---

### Content (topics, knowledge, skills)

- plate tectonic movement
  - major geological events of local significance
  - First Peoples knowledge of:
    - local geological formations
    - significant local geological events
  - layers of Earth
- 

## English (MYP 3)

### Unit Title

---

#### Parts of Speech (2 weeks)

Authors: Jeff Trapp

---

#### Phase 5

##### **A: Comprehending spoken and visual text**

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse conventions

##### **B: Comprehending written and visual text**

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

### MYP subject group objective(s)

##### **C: Communicating in response to spoken and/or written and/or visual text**

- i. respond appropriately to spoken and/or written and/or visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
- iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
- iv. communicate with a sense of register, purpose and style

##### **D: Using language in spoken and/or written form**

- i. write and/or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
  - ii. organize information and ideas; use a wide range of cohesive devices
  - iii. use language to suit the context
- 

#### Reading and Writing with Confidence (6 weeks)

Authors: Jeff Trapp

---

Key Concepts Form  
Perspective

---

## Unit Title

---

Related Concept(s) *Phase 5 - Audience, Bias*

---

Description

Students will practice their communication through a dialogue journal with the teacher.

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

ATL skills Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Make inferences and draw conclusions

Write for different purposes

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills

---

Content (topics, knowledge, skills)

Students will need to understand what bias looks like and how it is messaged. As well, students will need to learn how to read-between-the-lines in order to examine the bias more effectively.

---

## Performing Arts (MYP 4)

### Unit Title

---

**The Ghost Hotel - Short Films based on research / investigation into a location attendant personal narratives (17 weeks)**

**Authors:** Martha George, Julie Carere, Amy Heffring, Nick Yaremchuk, Joseph Adams

---

Key Concepts

Creativity

Form

Identity

---

**Arts - Performing Arts**

Audience, Expression, Visual culture

Related Concept(s)

**Arts - Visual Arts**

Genre, Innovation

---

**Design - Design**

Collaboration

---

Global Context

Personal and cultural expression

Creation, Metacognition and abstract thinking, Social constructions of reality, Ritual and play, Belief systems, Analysis and argument, Histories of ideas, Practice and competency

Individuals and societies, Mathematics, Visual Arts, Design

---

Statement of Inquiry

We will investigate outdoor staging using the landscape and the physical features, through a collaboration with Maths (budgeting and costing) Design (creation of the various scares and use of lighting ext) , Performing and Visual Arts in the form of the use of costume, masks and imagery in the woods, in order to devise and plan the creation of an immersive theatrical experience in a "Haunted Woods", using physical space and and cultural knowledge, including First Nations drumming to deliver an experience for the audience and actors alike!

---

Arts - Performing Arts

**A: Knowing and understanding**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Individuals and societies - Individuals and societies

**A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
  - ii. formulate and follow an action plan to investigate a research question
  - iii. use research methods to collect and record appropriate, varied and relevant information
  - iv. evaluate the research process and results
-

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

Arts - Visual Arts

**A: Knowing and understanding**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts

**B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Design - Design

**A: Inquiring and analysing**

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research

**B: Developing ideas**

- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

**C: Creating the solution**

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution

---

Description

**Self-management**

III. Organization skills

Managing time and tasks effectively

ATL skills

Plan short- and long-term assignments; meet deadlines

Create plans to prepare for summative assessments (examinations and performances)

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

Plan strategies and take action to achieve personal and academic goals

Bring necessary equipment and supplies to class

Keep an organized and logical system of information files/notebooks

---

## Unit Title

---

Use appropriate strategies for organizing complex information  
Understand and use sensory learning preferences (learning styles)  
Select and use technology effectively and productively

---

- Content (topics, knowledge, skills)
- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas
  - the roles of performers and audiences in a variety of contexts
  - the ethics of cultural appropriation and plagiarism
- 

### **And Waddya Know... You Gotta Show!!** **(6 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

Key Concepts Aesthetics

---

Related Concept(s) Audience, Expression, Presentation, Visual culture

---

Global Context Personal and cultural expression  
Artistry, Craft, Creation, Beauty, Practice and competency

---

Statement of Inquiry We will investigate how we critically and appreciate and analyse perceptions of culture through the development of a live school-wide/ online staged showcase of talents, competences and creativity, looking at how to present and express ideas in a visual and crafted fashion.

---

- MYP subject group objective(s)
- A: Knowing and understanding**
- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
  - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
- B: Developing skills**
- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
  - ii. demonstrate the application of skills and techniques to create, perform and/or present art
- C: Thinking creatively**
- i. develop a feasible, clear, imaginative and coherent artistic intention
  - ii. demonstrate a range and depth of creative-thinking behaviours
  - iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization
- D: Responding**
- i. construct meaning and transfer learning to new settings
  - iii. critique the artwork of self and others
-



Description

**Self-management**

III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

Plan strategies and take action to achieve personal and academic goals

Use appropriate strategies for organizing complex information

Select and use technology effectively and productively

IV. Affective skills

Managing state of mind

Mindfulness

ATL skills

Practise strategies to develop mental focus

Perseverance

Practise delaying gratification

Emotional management

Practise strategies to reduce stress and anxiety

Resilience

Practise dealing with disappointment and unmet expectations

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider ATL skills development

What can I already do?

How can I share my skills to help peers who need more practice?

---

Content (topics, knowledge, skills)

- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas
  - the roles of performers and audiences in a variety of contexts
  - contributions of innovative artists from a variety of genres, communities, times, and places
  - personal and social responsibility associated with creating, performing, and responding in the arts
    - manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
      - dance: body, space, dynamics, time, relationships, form, and movement principles
      - drama: character, time, place, plot, tension, mood, focus, contrast, balance
      - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
    - choreographic devices
    - drama forms and drama conventions
    - notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions
    - ethical considerations and cultural appropriation related to the arts
-

**How performance reflects our  
"plight"...the human comedy (8 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Communication

---

**Arts - Performing Arts**  
Boundaries, Composition, Genre, Play, Presentation, Audience

**Related Concept(s)** **Individuals and societies - Individuals and societies**  
Culture, Identity, Perspective, Power, Processes, Causality (cause and consequence), Choice

---

**Global Context** Personal and cultural expression  
Metacognition and abstract thinking, Belief systems, Ritual and play, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas  
Individuals and societies

---

**Statement of Inquiry** We will discover, through an investigation into comedy how creative thinking produces new ways of imagining, recognising, recounting and presenting stories to an audience, and how what may be seen as divergent thinking by some can profoundly affect the systems and institutions of greater society.

---

**Arts - Performing Arts**

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
ii. demonstrate an understanding of the role of the art form in original or displaced contexts

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied

**MYP subject group objective(s)** **C: Thinking creatively**  
ii. demonstrate a range and depth of creative-thinking behaviours

**D: Responding**  
i. construct meaning and transfer learning to new settings  
iii. critique the artwork of self and others

**Individuals and societies - Individuals and societies**

**A: Knowing and understanding**  
i. use a wide range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and

---

examples

**B: Investigating**

- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iv. interpret different perspectives and their implications
- 

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

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

Negotiate ideas and knowledge with peers and teachers

Collaborate with peers and experts using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Preview and skim texts to build understanding

Use a variety of organizers for academic writing tasks

Organize and depict information logically

Structure information in summaries, essays and reports

ATL skills **Social**

II. Collaboration skills

Working effectively with others

Practise empathy

Delegate and share responsibility for decision-making

Manage and resolve conflict and work collaboratively in teams

Build consensus

Negotiate effectively

Encourage others to contribute

Exercise leadership and take on a variety of roles within groups

Give and receive meaningful feedback

Advocate for one's own rights and needs

**Self-management**

III. Organization skills

Managing time and tasks effectively

Keep and use a weekly planner for assignments

Bring necessary equipment and supplies to class

---

Keep an organized and logical system of information files/notebooks

Select and use technology effectively and productively

#### IV. Affective skills

Managing state of mind

Mindfulness

Perseverance

Demonstrate persistence and perseverance

Practise delaying gratification

Emotional management

Resilience

Practise “failing well”

#### V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Develop new skills, techniques and strategies for effective learning

Consider content

What did I learn about today?

What don't I yet understand?

What questions do I have now?

Consider personal learning strategies

How can I become more flexible in my choice of learning strategies?

What factors are important for helping me learn well?

Consider ethical, cultural and environmental implications

### **Research**

#### VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Collect and analyse data to identify solutions and make informed decisions

Process data and report results

Use critical literacy skills to analyse and interpret media communications

Identify primary and secondary sources

#### VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Seek a range of perspectives from multiple and varied sources

### **Thinking**

#### IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Consider multiple alternatives, including those that might be unlikely or impossible

Apply existing knowledge to generate new ideas, products or processes

Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

#### X. Transfer skills

---

## Unit Title

---

Utilizing skills and knowledge in multiple contexts  
Apply skills and knowledge in unfamiliar situations  
Compare conceptual understanding across multiple subject groups and disciplines  
Make connections between subject groups and disciplines  
Transfer current knowledge to learning of new technologies

### **Subject specific skills, knowledge and understandings**

#### Content (topics, knowledge, skills)

- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works
- contributions of innovative artists from a variety of genres, communities, times, and places
- the ethics of cultural appropriation and plagiarism
  - the roles of artists and audiences in a variety of contexts
  - traditional and contemporary Aboriginal worldviews and crosscultural perspectives as communicated through visual arts
  - contributions of innovative artists from a variety of styles, genres, contexts, and movements
  - the ethics of cultural appropriation and plagiarism

### **The Art of Staging. (6 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

**Key Concepts** Communication

**Related Concept(s)** Genre, Narrative, Play, Role, Representation, Style, Audience

#### Global Context

Identities and relationships

Personal efficacy and agency, Happiness and the good life, Health and well-being, Human nature and human dignity, Consciousness and mind, Identity formation, Self-esteem, Status, Roles and role models, Teams, Attitudes, Motivation

#### Statement of Inquiry

We will investigate the communication of ideas information and meaning through the dramatic process to find out if has the power to engage audiences in serious debate by developing and articulating ideas on ethical & moral questions and dilemmas.

#### MYP subject group objective(s)

##### **A: Knowing and understanding**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

##### **B: Developing skills**

---

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

- ii. demonstrate a range and depth of creative-thinking behaviours

**D: Responding**

- i. construct meaning and transfer learning to new settings
  - iii. critique the artwork of self and others
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Negotiate ideas and knowledge with peers and teachers

Participate in, and contribute to, digital social media networks

Collaborate with peers and experts using a variety of digital environments and media

Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Make inferences and draw conclusions

Write for different purposes

Paraphrase accurately and concisely

Make effective summary notes for studying

**Self-management**

ATL skills III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

Set goals that are challenging and realistic

Plan strategies and take action to achieve personal and academic goals

Bring necessary equipment and supplies to class

IV. Affective skills

Managing state of mind

Perseverance

Demonstrate persistence and perseverance

Emotional management

Practise strategies to reduce stress and anxiety

Self-motivation

Practise positive thinking

Resilience

Practise “bouncing back” after adversity, mistakes and failures

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Demonstrate flexibility in the selection and use of learning strategies

---

Content (topics, knowledge, skills)

- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas
- the roles of performers and audiences in a variety of contexts
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works
- contributions of innovative artists from a variety of genres, communities, times, and places
- personal and social responsibility associated with creating, performing, and responding in the arts
- the ethics of cultural appropriation and plagiarism
  - manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
    - dance: body, space, dynamics, time, relationships, form, and movement principles
    - drama: character, time, place, plot, tension, mood, focus, contrast, balance
    - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
    - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony
  - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
  - choreographic devices
  - drama forms and drama conventions
  - image development strategies
  - symbolism and metaphor to explore ideas and perspective
  - ethical considerations and cultural appropriation related to the arts
  - personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

---

**Lovers Torn Asunder? (8 weeks)**

**Authors:** Joseph Adams

---

**Key Concepts** Creativity  
Perspective

---

**Related Concept(s)** Role, Structure, Visual culture, Audience, Interpretation, Narrative, Presentation

---

**Global Context** Personal and cultural expression  
Metacognition and abstract thinking, Ritual and play, Artistry, Critical literacy, Histories of ideas

---

**Statement of Inquiry** Universal themes about human nature can transcend the historical and cultural contexts of dramatic and narrative texts,

---

allowing audiences and artists to interpret and communicate their understanding of ideas in a variety of creative ways.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

**D: Responding**

- i. construct meaning and transfer learning to new settings
  - ii. create an artistic response which intends to reflect or impact on the world around them
  - iii. critique the artwork of self and others
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Interpret and use effectively modes of non-verbal communication

Negotiate ideas and knowledge with peers and teachers

Collaborate with peers and experts using a variety of digital environments and media

ATL skills Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Paraphrase accurately and concisely

Make effective summary notes for studying

**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)

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

---



## Unit Title

---

Bring necessary equipment and supplies to class  
Select and use technology effectively and productively  
IV. Affective skills  
Managing state of mind  
Mindfulness  
Practise focus and concentration  
Practise strategies to overcome distractions  
Perseverance  
Practise delaying gratification  
Emotional management  
Practise strategies to reduce stress and anxiety  
Resilience  
Practise “bouncing back” after adversity, mistakes and failures  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Develop new skills, techniques and strategies for effective learning  
Consider ATL skills development  
What can I already do?  
What will I work on next?  
Consider personal learning strategies  
What factors are important for helping me learn well?  
Focus on the process of creating by imitating the work of others  
Consider ethical, cultural and environmental implications  
Keep a journal to record reflections

---

### Content (topics, knowledge, skills)

Developing knowledge and awareness of  
The History of the theatre  
The origin of the Play within the Play.  
The legend of Theseus  
Understanding of contextual knowledge regarding Shakespeare

---

## Individuals and societies (MYP 4)

### Unit Title

---

**What is History- just one thing after another? (4 weeks)**

**Authors:** Joseph Adams, Nadine Yassa, Jeff

---

Unit Title

---

Trapp

---

Key Concepts Systems

---

Related Concept(s) Processes, Perspective

---

Global Context Orientation in space and time  
Civilizations and social histories, Heritage, Pilgrimage, Migration, Epochs, Eras, Turning points and "big history", Boundaries, Indigenous understanding

---

Statement of Inquiry We will understand that historians reconstruct the past through examining and analyzing historical sources using a variety of skills and techniques through an exploration of migration, displacement, turning points and "big history".

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. use a wide range of terminology in context  
**B: Investigating**  
i. formulate a clear and focused research question and justify its relevance  
ii. formulate and follow an action plan to investigate a research question  
iii. use research methods to collect and record appropriate, varied and relevant information  
iv. evaluate the research process and results  
**C: Communicating**  
i. communicate information and ideas effectively using an appropriate style for the audience and purpose  
iii. document sources of information using a recognized convention  
**D: Thinking critically**  
i. discuss concepts, issues, models, visual representation and theories  
ii. synthesize information to make valid, well supported arguments  
iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations  
iv. interpret different perspectives and their implications

---

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Use appropriate forms of writing for different purposes and audiences  
Negotiate ideas and knowledge with peers and teachers  
Reading, writing and using language to gather and communicate information  
ATL skills Read critically and for comprehension  
Make inferences and draw conclusions  
Paraphrase accurately and concisely  
Preview and skim texts to build understanding  
Take effective notes in class  
**Social**  
II. Collaboration skills

---

Working effectively with others

Give and receive meaningful feedback

**Self-management**

III. Organization skills

Managing time and tasks effectively

Keep and use a weekly planner for assignments

Select and use technology effectively and productively

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider content

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Process data and report results

Understand and implement intellectual property rights

Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

Identify primary and secondary sources

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Seek a range of perspectives from multiple and varied sources

Compare, contrast and draw connections among (multi)media resources

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Gather and organize relevant information to formulate an argument

Recognise unstated assumptions and bias

Interpret data

Evaluate evidence and arguments

Recognise and evaluate propositions

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

Consider ideas from multiple perspectives

Develop contrary or opposing arguments

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Make unexpected or unusual connections between objects and/or ideas

Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

---

Unit Title

---

Apply skills and knowledge in unfamiliar situations

---

Content (topics, knowledge, skills)

- political, social, economic, and technological revolutions
  - imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
  - global demographic shifts, including patterns of migration and population growth
  - nationalism and the development of modern nation-states, including Canada
  - local, regional, and global conflicts
  - discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment
    - social, political, and economic systems and structures, including those of at least one indigenous civilization
    - philosophical and cultural shifts
    - exploration, expansion, and colonization
    - changes in population and living standards
- 

**Disruptors - Built in Obsolescence...**

**(5 weeks)**

**Authors:** Joseph Adams

---

**Revolutionary Ideas (14 weeks)**

**Authors:** Joseph Adams

---

Key Concepts Change

---

Related Concept(s) Globalization, Identity, Innovation and revolution, Perspective, Power, Resources, Causality (cause and consequence)

---

Global Context

Scientific and technical innovation

Methods, Products, Ingenuity and progress, Opportunity, Risk, Modernization, Industrialization and engineering, Principles and discoveries

---

Statement of Inquiry

We will understand how new emerging ideas and ideologies can profoundly influence societies and events, and that "Revolutions" and "Evolutions" in how things are made and are done, both using science, innovation and ingenuity, can often prove to be very effective in initiating change and positive long-term growth, through an exploration of the Agricultural and first Industrial Revolutions and the political ideas of the Enlightenment.

---

MYP subject group objective(s)

**A: Knowing and understanding**

i. use a wide range of terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

---

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Use a variety of media to communicate with a range of audiences

Interpret and use effectively modes of non-verbal communication

Negotiate ideas and knowledge with peers and teachers

Collaborate with peers and experts using a variety of digital environments and media

Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

ATL skills

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Write for different purposes

Understand and use mathematical notation

Paraphrase accurately and concisely

Preview and skim texts to build understanding

Take effective notes in class

Make effective summary notes for studying

Use a variety of organizers for academic writing tasks

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Organize and depict information logically

Structure information in summaries, essays and reports

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

---

Practise observing carefully in order to recognise problems  
Gather and organize relevant information to formulate an argument  
Recognise unstated assumptions and bias  
Interpret data  
Evaluate evidence and arguments  
Recognise and evaluate propositions  
Draw reasonable conclusions and generalizations  
Test generalizations and conclusions  
Revise understanding based on new information and evidence  
Evaluate and manage risk  
Formulate factual, topical, conceptual and debatable questions  
Consider ideas from multiple perspectives  
Develop contrary or opposing arguments  
Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding  
Propose and evaluate a variety of solutions  
Identify obstacles and challenges  
Use models and simulations to explore complex systems and issues  
Identify trends and forecast possibilities  
Troubleshoot systems and applications  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Consider multiple alternatives, including those that might be unlikely or impossible  
Create novel solutions to authentic problems  
Make unexpected or unusual connections between objects and/or ideas  
Design improvements to existing machines, media and technologies  
Make guesses, ask “what if” questions and generate testable hypotheses  
Apply existing knowledge to generate new ideas, products or processes  
Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments  
Practise visible thinking strategies and techniques  
Generate metaphors and analogies  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Utilize effective learning strategies in subject groups and disciplines  
Inquire in different contexts to gain a different perspective  
Compare conceptual understanding across multiple subject groups and disciplines  
Make connections between subject groups and disciplines  
Combine knowledge, understanding and skills to create products or solutions  
Transfer current knowledge to learning of new technologies  
Change the context of an inquiry to gain different perspectives

---

**Who am I, why am I here, and Where is Here!! (9 weeks)**

**Authors:** Joseph Adams, Nadine Yassa, Jeff Trapp

---

Unit Title

---

Key Concepts Time, place and space

---

Related Concept(s) Culture, Perspective, Resources

---

Global Context Identities and relationships  
Happiness and the good life, Physical, psychological and social development, Identity formation, Human nature and human dignity

---

Statement of Inquiry We will investigate how identity formation and development of social and cultural relationships and norms are affected by the relative and absolute position of humans, with specific reference to abstract and physical aspects of both local and national life in Canada.

---

MYP subject group objective(s)

**A: Knowing and understanding**  
i. use a wide range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**  
iii. use research methods to collect and record appropriate, varied and relevant information  
iv. evaluate the research process and results

**C: Communicating**  
i. communicate information and ideas effectively using an appropriate style for the audience and purpose  
ii. structure information and ideas in a way that is appropriate to the specified format  
iii. document sources of information using a recognized convention

**D: Thinking critically**  
ii. synthesize information to make valid, well supported arguments  
iv. interpret different perspectives and their implications

---

Description

ATL skills

**Social**  
II. Collaboration skills  
Working effectively with others  
Practise empathy  
Help others to succeed  
Take responsibility for one's own actions

**Self-management**  
III. Organization skills  
Managing time and tasks effectively  
Keep and use a weekly planner for assignments  
Bring necessary equipment and supplies to class

IV. Affective skills

---

Managing state of mind  
Mindfulness  
Practise focus and concentration  
Self-motivation  
Practise managing self-talk  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Consider content  
What did I learn about today?  
Consider ATL skills development  
What can I already do?  
Consider personal learning strategies  
What can I do to become a more efficient and effective learner?

---

political, social, economic, and technological revolutions

imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world

global demographic shifts, including patterns of migration and population growth

nationalism and the development of modern nation-states, including Canada

In this unit the students will set about looking at who they are and where they come from

We will discuss the concept of being indigenous or an immigrant or indeed possibly both depending on where you are.

**Content (topics, knowledge, skills)** WE will look at the concept of borders both as a reality and as a construct and how some people have different borders to others.

We will consider the reasons for going to or from a place

We will address the idea of who defines what land is and where we come from – and what that says about our understanding of the world around us.

We will define our understanding of our surroundings by looking at maps, including political, religious and physical maps, looking at who created those maps and why.

We will investigate the role of things like religion and ideologies in general in defining our world,

We will look at the way the landscape and the physical geography of place from the people who live there.

---



Unit Title

---

**Authors:** Nadine Yassa, Joseph Adams

---

Key Concepts Change

---

Related Concept(s) Identity, Power, Processes, Choice

---

Global Context Identities and relationships  
Competition and cooperation, Personal efficacy and agency, Happiness and the good life, Lifestyle choices, Moral reasoning and ethical judgment, Identity formation, Self-esteem, Status, Roles and role models, Affiliation and leadership, Attitudes, Independence

---

Statement of Inquiry We will investigate how the political system and the electoral processes for the BC Provincial Government & the US Presidential election connect individuals and communities in reflecting big decisions, from a moral, ethical, and personal political perspective as we explore the democratic process of choosing who will be in power after these two elections.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. use a wide range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples  
**B: Investigating**  
iii. use research methods to collect and record appropriate, varied and relevant information  
iv. evaluate the research process and results  
**C: Communicating**  
i. communicate information and ideas effectively using an appropriate style for the audience and purpose  
ii. structure information and ideas in a way that is appropriate to the specified format  
**D: Thinking critically**  
i. discuss concepts, issues, models, visual representation and theories  
iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations  
iv. interpret different perspectives and their implications

---

ATL skills **Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use intercultural understanding to interpret communication  
Use a variety of speaking techniques to communicate with a variety of audiences  
Use appropriate forms of writing for different purposes and audiences  
Use a variety of media to communicate with a range of audiences  
Interpret and use effectively modes of non-verbal communication  
Negotiate ideas and knowledge with peers and teachers  
Participate in, and contribute to, digital social media networks

---

Collaborate with peers and experts using a variety of digital environments and media  
Share ideas with multiple audiences using a variety of digital environments and media  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension  
Read a variety of sources for information and for pleasure  
Make inferences and draw conclusions  
Use and interpret a range of discipline-specific terms and symbols  
Write for different purposes  
Understand and use mathematical notation  
Paraphrase accurately and concisely  
Preview and skim texts to build understanding  
Take effective notes in class  
Make effective summary notes for studying  
Use a variety of organizers for academic writing tasks  
Find information for disciplinary and interdisciplinary inquiries, using a variety of media  
Organize and depict information logically  
Structure information in summaries, essays and reports

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

Use memory techniques to develop long-term memory

Present information in a variety of formats and platforms

Collect and analyse data to identify solutions and make informed decisions

Process data and report results

Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Understand and use technology systems

Use critical literacy skills to analyse and interpret media communications

Understand and implement intellectual property rights

Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

Identify primary and secondary sources

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Make informed choices about personal viewing experiences

Understand the impact of media representations and modes of presentation

Seek a range of perspectives from multiple and varied sources

Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Compare, contrast and draw connections among (multi)media resources

---

Content (topics, knowledge, skills)

- imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
  - global demographic shifts, including patterns of migration and population growth
  - nationalism and the development of modern nation-states, including Canada
    - social, political, and economic systems and structures, including those of at least one indigenous civilization
    - philosophical and cultural shifts
    - changes in population and living standards
- 

**The Peasants are Revolting! (10 weeks)**

**Authors:** Joseph Adams

---

Key Concepts Change

---

Related Concept(s) Resources, Sustainability, Causality (cause and consequence), Equity, Innovation and revolution

---

Global Context

Fairness and development

Power and privilege, Imagining a hopeful future, Human capability and development, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict management, Authority, Security and freedom

---

Statement of Inquiry

We will understand through an investigation of different revolutions, that revolutionary ideas can bring about revolutionary actions, and this may see a change in the equity of the distribution of power and privilege through the development of Rights and a civil Society.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
-

- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

**Independence, Slavery and War  
(10 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Global interaction

---

**Related Concept(s)** Equity, Globalization, Innovation and revolution, Causality (cause and consequence)

---

**Global Context** Globalization and sustainability  
Human impact on the environment, Population and demography, Commodities and commercialization, Commonality, Consumption, Scarcity, Natural resources and public goods

---

**Statement of Inquiry** We will investigate how Global relations can be both a great engine for cooperation through trade between nations and civilizations, but also that unsustainable exploitation can lead to conflict through an exploration of different commodities and resources.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications

---

**Content (topics, knowledge, skills)** • political, social, economic, and technological revolutions

---

- imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
  - global demographic shifts, including patterns of migration and population growth
  - nationalism and the development of modern nation-states, including Canada
  - local, regional, and global conflicts
    - social, political, and economic systems and structures, including those of at least one indigenous civilization
    - scientific and technological innovations
    - philosophical and cultural shifts
    - interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations
    - exploration, expansion, and colonization
    - changes in population and living standards
- 

**Becoming Canadian - the Road to Responsible government - War, Rebellion and Freedom (8 weeks)**

**Authors:** Joseph Adams, Nadine Yassa, Jeff Trapp

---

**Key Concepts** Global interaction

---

**Related Concept(s)** Resources, Equity, Globalization, Identity, Innovation and revolution, Causality (cause and consequence), Perspective, Choice, Power, Culture

---

**Global Context** Identities and relationships  
Happiness and the good life, Identity formation, Status, Roles and role models, Affiliation and leadership, Attitudes, Independence

---

**Statement of Inquiry** We will understand that the acquisition of government that responds to its citizens is an important step forward in the development of democratic societies through an exploration of attitudes towards power and privilege in Canada in the wake of the American and Napoleonic Wars.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**

- use a wide range of terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- formulate a clear and focused research question and justify its relevance
- formulate and follow an action plan to investigate a research question
- use research methods to collect and record appropriate, varied and relevant information

---

iv. evaluate the research process and results

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

Content (topics, knowledge, skills)

- political, social, economic, and technological revolutions
  - imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
  - global demographic shifts, including patterns of migration and population growth
  - nationalism and the development of modern nation-states, including Canada
  - local, regional, and global conflicts
  - discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment
  - physiographic features and natural resources in Canada
    - social, political, and economic systems and structures, including those of at least one indigenous civilization
    - philosophical and cultural shifts
    - exploration, expansion, and colonization
    - changes in population and living standards
- 

**An Empire upon which the Sun Never Sets? (10 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

Key Concepts Development

---

Related Concept(s) Identity, Causality (cause and consequence)

---

Global Context Identities and relationships  
Identity formation, Self-esteem, Roles and role models, Independence

---

Statement of Inquiry The history of the creation of Canada is one that may have succeeded despite, not because of, the ideals of those who dreamt

---

of a Empire on which the sun never set.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of media to communicate with a range of audiences

Negotiate ideas and knowledge with peers and teachers

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

ATL skills Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Write for different purposes

Understand and use mathematical notation

Paraphrase accurately and concisely

Preview and skim texts to build understanding

Take effective notes in class

Make effective summary notes for studying

Use a variety of organizers for academic writing tasks

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Organize and depict information logically

Structure information in summaries, essays and reports

---

## Unit Title

---

### Content (topics, knowledge, skills)

- imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
  - global demographic shifts, including patterns of migration and population growth
  - nationalism and the development of modern nation-states, including Canada
  - discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment
  - physiographic features and natural resources in Canada
- 

## Physical and health education (MYP 4)

### Unit Title

---

#### **Communication and Movement**

**(4 weeks)**

**Authors:** Amy Heffring, Travis Visscher

---

**Key Concepts** Communication

---

**Related Concept(s)** Function, Movement

---

**Global Context** Scientific and technical innovation  
Systems, Models, Methods

---

**Statement of Inquiry** Effective communication improves the development of individual and team movement.

---

**ATL skills** **Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use a variety of speaking techniques to communicate with a variety of audiences

---

#### **Personal Development (4 weeks)**

**Authors:** Travis Visscher, Amy Heffring

---

**Key Concepts** Relationships

---

**Related Concept(s)** Interaction

---



Unit Title

---

Global Context Identities and relationships

---

Statement of Inquiry Individuals are responsible for their lifestyle choices

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. explain physical and health education factual, procedural and conceptual knowledge  
ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations  
iii. apply physical and health terminology effectively to communicate understanding

---

**Game Design (3 weeks)**

**Authors:** Amy Heffring, Travis Visscher

---

Key Concepts Change

---

Related Concept(s) Adaptation

---

Global Context Fairness and development

---

Statement of Inquiry Change is a process of adaptation

---

MYP subject group objective(s) **B: Planning for performance**  
i. develop goals to enhance performance  
ii. design, explain and justify a plan to improve physical performance and health  
**C: Applying and performing**  
i. demonstrate and apply a range of skills and techniques effectively  
ii. demonstrate and apply a range of strategies and movement concepts effectively  
iii. analyse and apply information to perform effectively  
**D: Reflecting and improving performance**  
ii. analyse and evaluate the effectiveness of a plan based on the outcome  
iii. analyse and evaluate performance

---

Description

**Learning Experiences:**

ATL skills **Social:**

**Skill Clusters:**

**X. Collaboration and transfer skills**

---

### Utilizing skills and knowledge in multiple contexts

- Make fair and equitable decisions
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective

### Social

---

## Visual Arts (MYP 4)

### Paper Mache - First Nations Animals

(6 weeks)

Authors: Martha George

---

Key Concepts Change

---

Related Concept(s) Visual culture, Presentation

---

Global Context  
Personal and cultural expression  
Philosophies and ways of life, Belief systems

---

Statement of Inquiry Through the introduction of found objects and artistic creativity, First Nations spirit animals will change and evolve into a representation of visual culture.

---

MYP subject group objective(s)

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
ii. demonstrate an understanding of the role of the art form in original or displaced contexts

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
ii. demonstrate a range and depth of creative-thinking behaviours

**D: Responding**  
iii. critique the artwork of self and others

---

**Research**  
VI. Information literacy skills  
**ATL skills** Finding, interpreting, judging and creating information  
Access information to be informed and inform others  
Make connections between various sources of information

---

Exploring and creating

- Intentionally select and apply materials, movements, technologies, environments, tools and techniques by combining and arranging artistic elements, processes, and principles in art making.

**Content (topics, knowledge, skills)** Reasoning and Reflecting

- Respond to works of art using one's knowledge of the world.

Communicating and documenting

-Take creative risks to express feelings, ideas and experiences.

---

**Get Real! - Realism.. (8 weeks)**

**Authors:** Martha George

---

**Key Concepts** Identity

---

Expression, Composition

**Related Concept(s)** **Other:**

Students will consider the aesthetics of individual identities to create a composition with expression, style and visual culture.

---

**Global Context** Identities and relationships  
Identity formation, Self-esteem, Status, Roles and role models

---

**Statement of Inquiry** The artistic expression and representation of an individual considers the elements and principles of art such a proportion, line, and value.

---

**MYP subject group objective(s)**  
**A: Knowing and understanding**  
iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork  
**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied

---

ii. demonstrate the application of skills and techniques to create, perform and/or present art

---

Description

**Communication**

I. Communication skills

ATL skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Interpret and use effectively modes of non-verbal communication

Reading, writing and using language to gather and communicate information

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

---

Exploring and creating

Content (topics, knowledge, skills)

- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences

Communicating and documenting

- Adapt learned skills, understandings, and processes for new contexts and for different purposes and audiences

---

**Perspective Painting (6 weeks)**

**Authors:** Martha George

---

Key Concepts Perspective

---

Related Concept(s)

Boundaries

**Other:**

Structure

---

Global Context

Orientation in space and time

Natural and human landscapes and resources, Peoples, Boundaries, Exchange and interaction

---

Statement of Inquiry

Purposeful observation of the natural world can lead to new understanding, sense of depth and new ideas.

---

MYP subject group objective(s)

**A: Knowing and understanding**

iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills**

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

**C: Thinking creatively**

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

---

**D: Responding**

iii. critique the artwork of self and others

---

**Social**

II. Collaboration skills

ATL skills

Working effectively with others

Listen actively to other perspectives and ideas

Give and receive meaningful feedback

---

Exploring and creating

- Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes and principles in art making.

Content (topics, knowledge, skills)

Reasoning and reflecting

- Interpret works of art using knowledge and skills from various areas of learning.

Communicating and documenting

- Demonstrate increasingly sophisticated application and/or engagement curricular content.

---

**Communication: Printmaking (8 weeks)**

**Authors:** Martha George

---

Key Concepts

Communication

---

Related Concept(s)

Expression, Narrative

**Other:**

Communication can be achieved through narrative and expression

---

Global Context

Personal and cultural expression

Artistry, Craft, Creation, Beauty

---

Statement of Inquiry

Communication can be achieved through narratives, personal expression, and through the creation of art.

---

**A: Knowing and understanding**

MYP subject group objective(s)

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

**B: Developing skills**

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

---

**C: Thinking creatively**

i. develop a feasible, clear, imaginative and coherent artistic intention

**D: Responding**

i. construct meaning and transfer learning to new settings

---

**Communication**

I. Communication skills

ATL skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of media to communicate with a range of audiences

Interpret and use effectively modes of non-verbal communication

---

Exploring and creating

- Intentionally select and apply material, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making.

Reasoning and reflecting

Content (topics, knowledge, skills)

- Describe, interpret and evaluate how artists use processes, materials, movements, tools, techniques, and environments to create and communicate ideas.

Communication and documenting

- Describe, interpret and respond to works of art

---

**Shaking it up! (6 weeks)**

**Authors:** Martha George

---

Key Concepts Change

---

Related Concept(s)

Innovation

**Other:**

Structure

---

Global Context

Personal and cultural expression

Social constructions of reality, Artistry, Craft, Creation, Beauty

---

Statement of Inquiry

Change impacts innovation and stylistic processes

---

MYP subject group objective(s)

**A: Knowing and understanding**

---

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

ii. demonstrate an understanding of the role of the art form in original or displaced contexts

**B: Developing skills**

ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

i. develop a feasible, clear, imaginative and coherent artistic intention

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

**D: Responding**

i. construct meaning and transfer learning to new settings

ii. create an artistic response which intends to reflect or impact on the world around them

iii. critique the artwork of self and others

---

Description

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Consider ideas from multiple perspectives

ATL skills

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Apply skills and knowledge in unfamiliar situations

Combine knowledge, understanding and skills to create products or solutions

---

Exploring and creating

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. .

Reasoning and reflecting

Content (topics, knowledge, skills)

- Develop, refine ideas, and critically appraise ideas, processes and technical skills in a variety of art forms to improve the quality of artistic creations.

Communication and documenting

- Take creative risks to express feelings, ideas, and experiences.

---

**The Pumpkin Patch in Art (6 weeks)**

**Authors:** Martha George, Nadine Yassa

---

Unit Title

---

Key Concepts Creativity

---

Related Concept(s) Expression, Visual culture

---

Global Context  
Personal and cultural expression  
Ritual and play, Artistry, Craft, Creation

---

Statement of Inquiry We will investigate staging and floor plan design, through a collaboration with Design and performing and Visual Arts, in order to devise and plan the creation of an immersive theatrical experience in a "haunted house", using physical space and cultural knowledge to deliver an experience for the audience and actors alike!

---

MYP subject group objective(s)

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
ii. demonstrate an understanding of the role of the art form in original or displaced contexts

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
i. develop a feasible, clear, imaginative and coherent artistic intention  
ii. demonstrate a range and depth of creative-thinking behaviours  
iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

**D: Responding**  
i. construct meaning and transfer learning to new settings  
ii. create an artistic response which intends to reflect or impact on the world around them  
iii. critique the artwork of self and others

---

ATL skills

**Self-management**  
III. Organization skills  
Managing time and tasks effectively  
Plan short- and long-term assignments; meet deadlines

**Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Make connections between various sources of information

---

Content (topics, knowledge, skills)

- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas
- visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:

---



- elements of design: line, shape, space, texture, colour, form, value
- principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony
- manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
  - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony
  - processes, materials, movements, technologies, tools, strategies, and techniques to support creative works

---

**Acrylic Painting: First Nations Animals & Seascapes (6 weeks)**

**Authors:** Nadine Yassa, Martha George

---

Key Concepts Culture

---

Related Concept(s) Narrative, Visual culture

---

Global Context Personal and cultural expression  
Belief systems, Artistry, Creation

---

Statement of Inquiry By exploring various cultures we can appreciate and respect our similarities and differences.

---

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
ii. demonstrate an understanding of the role of the art form in original or displaced contexts  
iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
i. develop a feasible, clear, imaginative and coherent artistic intention  
ii. demonstrate a range and depth of creative-thinking behaviours  
iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

**D: Responding**  
i. construct meaning and transfer learning to new settings  
iii. critique the artwork of self and others

---

Description

**Research**

VI. Information literacy skills

ATL skills

Finding, interpreting, judging and creating information

Access information to be informed and inform others

Make connections between various sources of information

VII. Media literacy skills

Interacting with media to use and create ideas and information

Communicate information and ideas effectively to multiple audiences using a variety of media and formats

---

First Nations design, silhouettes, seascapes, composition, colour theory.

- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas
  - traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works
  - contributions of innovative artists from a variety of genres, communities, times, and places
  - the ethics of cultural appropriation and plagiarism
    - visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:
      - elements of design: line, shape, space, texture, colour, form, value
      - principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony
      - image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion
    - the roles of artists and audiences in a variety of contexts
- 

Content (topics, knowledge, skills)

**Watercolour/Tissue-paper: Nature**

**Triptych (6 weeks)**

**Authors:** Martha George

---

Key Concepts Aesthetics

---

Related Concept(s) Style, Composition

---

Global Context  
Personal and cultural expression  
Artistry, Beauty

---

**Statement of Inquiry** The personal and cultural expression of an artist is linked to an aesthetically composed representation that communicates a distinct style.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
ii. demonstrate an understanding of the role of the art form in original or displaced contexts

**B: Developing skills**  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
ii. demonstrate a range and depth of creative-thinking behaviours  
iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

**D: Responding**  
iii. critique the artwork of self and others

---

**ATL skills**

Description

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Collaborate with peers and experts using a variety of digital environments and media  
Share ideas with multiple audiences using a variety of digital environments and media  
Reading, writing and using language to gather and communicate information  
Make inferences and draw conclusions

---

**Collage Portraits (8 weeks)**  
**Authors:** Martha George, Nadine Yassa

---

**Key Concepts** Identity

---

**Related Concept(s)** Expression, Representation

---

**Global Context**  
Identities and relationships  
Identity formation, Self-esteem, Status, Roles and role models

---

**Statement of Inquiry** Appearances communicate aspects of the way we express our identity, and their impact vary in different contexts.

---

**MYP subject group objective(s)** **A: Knowing and understanding**

---

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

**B: Developing skills**

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

**C: Thinking creatively**

i. develop a feasible, clear, imaginative and coherent artistic intention

**D: Responding**

i. construct meaning and transfer learning to new settings

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Interpret and use effectively modes of non-verbal communication

**Self-management**

ATL skills III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

IV. Affective skills

Managing state of mind

Mindfulness

Practise strategies to develop mental focus

**Thinking**

---

Texture, portraiture, identity.

- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas
  - the roles of performers and audiences in a variety of contexts
  - contributions of innovative artists from a variety of genres, communities, times, and places
    - visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:
      - elements of design: line, shape, space, texture, colour, form, value
      - principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony
      - image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion
    - personal narrative as a means of representing self-perception and identity in artistic works
- 

Content (topics, knowledge, skills)

Unit Title

---

**Authors:** Nadine Yassa, Martha George

---

**Key Concepts** Communication  
Culture

---

**Related Concept(s)** Expression, Genre, Innovation, Composition

---

**Global Context** Personal and cultural expression  
Arts, Craft, Creation, Beauty, Products

---

**Statement of Inquiry** Innovation of ideas leads to new ways of communication and expression.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
ii. demonstrate an understanding of the role of the art form in original or displaced contexts  
iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
i. develop a feasible, clear, imaginative and coherent artistic intention

**D: Responding**  
i. construct meaning and transfer learning to new settings

---

**ATL skills**

Description

**Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Collect, record and verify data  
Make connections between various sources of information

VII. Media literacy skills  
Interacting with media to use and create ideas and information  
Seek a range of perspectives from multiple and varied sources  
Communicate information and ideas effectively to multiple audiences using a variety of media and formats

---

**Content (topics, knowledge, skills)**

- for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas

---

## Unit Title

---

- personal and social responsibility associated with creating, performing, and responding in the arts
- visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to:
- elements of design: line, shape, space, texture, colour, form, value
  - principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony
  - image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion
- 

## English (MYP 4)

### Unit Title

---

#### **Change Makers: I am Malala (9 weeks)**

**Authors:** Bradley Myrholm, Burkie Burgess, Nadine Yassa

---

**Key Concepts** Change

---

**Related Concept(s)** Audience imperatives, Purpose, Self-expression

---

**Global Context** Fairness and development  
Imagining a hopeful future, Social entrepreneurs, Democracy, Inequality

---

**Statement of Inquiry** We will understand that one does not need wealth or political power to create change within society, through an inquiry into democracy, human capability, and inequality.

---

**MYP subject group objective(s)**

**A: Analysing**

- analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- analyse the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- evaluate similarities and differences by connecting features across and within genres and texts

**B: Organizing**

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention

**C: Producing text**

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

---

iii. select relevant details and examples to develop ideas

**D: Using language**

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques

---

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Write for different purposes

**Social**

II. Collaboration skills

Working effectively with others

ATL skills Practise empathy

Help others to succeed

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social

media and online networks)

Communicate information and ideas effectively to multiple audiences using a variety of media and formats

---

Content (topics, knowledge, skills)

- Story/text
    - forms, functions, and genres of text
    - text features
    - literary elements
    - literary devices
  - Strategies and processes
-

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes
- Language features, structures, and conventions
  - features of oral language
  - multi-paragraphing
  - language change
  - elements of style
  - usage
  - syntax and sentence fluency
  - conventions
  - presentation techniques
  - rhetorical devices

---

**Making Each Moment Matter: Tuesdays  
with Morrie (14 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

**Key Concepts** Perspective

---

**Related Concept(s)** Context, Point of view, Theme, Character

---

**Global Context** Personal and cultural expression  
Social constructions of reality, Philosophies and ways of life, Belief systems

---

**Statement of Inquiry** Studying the development of characters, style, and theme in literature can cause us to change our perspectives about how to live a meaningful life,

---

**MYP subject group objective(s)**

**A: Analysing**

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

**B: Organizing**

- i. employ organizational structures that serve the context and intention

---



- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
  - ii. write and speak in a register and style that serve the context and intention
  - iii. use correct grammar, syntax and punctuation
  - iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
  - v. use appropriate non-verbal communication techniques
- 

Description

**Communication**

I. Communication skills

- Exchanging thoughts, messages and information effectively through interaction
- Use a variety of speaking techniques to communicate with a variety of audiences
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Make inferences and draw conclusions
- Use a variety of organizers for academic writing tasks
- Structure information in summaries, essays and reports

**Social**

II. Collaboration skills

- Working effectively with others
- Practise empathy
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups

ATL skills

**Self-management**

III. Organization skills

- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information

**Thinking**

VIII. Critical thinking skills

- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Evaluate evidence and arguments
- Consider ideas from multiple perspectives
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

IX. Creative thinking skills

- Generating novel ideas and considering new perspectives
  - Use brainstorming and visual diagrams to generate new ideas and inquiries
  - Make unexpected or unusual connections between objects and/or ideas
-

## Unit Title

---

Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Inquire in different contexts to gain a different perspective

---

Content (topics, knowledge, skills)

- Story/text
    - text features
    - literary elements
    - literary devices
  - Strategies and processes
    - reading strategies
    - metacognitive strategies
    - writing processes
  - Language features, structures, and conventions
    - multi-paragraphing
    - elements of style
    - usage
    - syntax and sentence fluency
- 

### **Creativity: When I Make My Masterpiece (5 weeks)**

**Authors:** Nadine Yassa, Burkie Burgess

---

**Key Concepts** Creativity

---

**Related Concept(s)** Intertextuality, Self-expression, Style, Context

---

**Global Context** Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Creative expressions enhance relationships between the maker, the audience and the environment or context.

---

**MYP subject group objective(s)** **A: Analysing**  
i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts  
ii. analyse the effects of the creator's choices on an audience  
iii. justify opinions and ideas, using examples, explanations and terminology

---

iv. evaluate similarities and differences by connecting features across and within genres and texts

**B: Organizing**

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a sustained, coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**C: Producing text**

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas

**D: Using language**

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

---

Description

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

Use memory techniques to develop long-term memory

Present information in a variety of formats and platforms

Collect and analyse data to identify solutions and make informed decisions

Process data and report results

Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

ATL skills Understand and use technology systems

Use critical literacy skills to analyse and interpret media communications

Understand and implement intellectual property rights

Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

Identify primary and secondary sources

**Thinking**

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Consider multiple alternatives, including those that might be unlikely or impossible

Create novel solutions to authentic problems

Make unexpected or unusual connections between objects and/or ideas

Design improvements to existing machines, media and technologies

Design new machines, media and technologies

Make guesses, ask "what if" questions and generate testable hypotheses

Apply existing knowledge to generate new ideas, products or processes

---

Create original works and ideas; use existing works and ideas in new ways  
Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments  
Practise visible thinking strategies and techniques  
Generate metaphors and analogies  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Utilize effective learning strategies in subject groups and disciplines  
Apply skills and knowledge in unfamiliar situations  
Inquire in different contexts to gain a different perspective  
Compare conceptual understanding across multiple subject groups and disciplines  
Make connections between subject groups and disciplines  
Combine knowledge, understanding and skills to create products or solutions  
Transfer current knowledge to learning of new technologies  
Change the context of an inquiry to gain different perspectives  
**Subject specific skills, knowledge and understandings**

---

Content (topics, knowledge, skills)

- Story/text
  - forms, functions, and genres of text
  - text features
- Strategies and processes
  - reading strategies
  - oral language strategies
- Language features, structures, and conventions
  - features of oral language
  - language change
  - elements of style
  - usage
  - syntax and sentence fluency
  - conventions
  - connotation and denotation

---

**Power of Communication: Who Killed  
Hae Min Lee? (8 weeks)**  
**Authors:** Burkie Burgess

---

Statement of Inquiry

What we choose to include or omit in our communication with other people can dramatically affect what they perceive to be the "truth."

---

# Mathematics (MYP 4)

Unit Title

---

## Number Concepts (7 weeks)

Authors: Julie Carere

---

Key Concepts Form

---

Related Concept(s) Representation, System, Equivalence

---

Global Context Scientific and technical innovation  
Systems

---

Statement of Inquiry Being able to represent different forms of quantities and establish common systems has helped humans describe our planet with some common understanding.

---

## Number Concepts & Operations (14 weeks)

Authors: Amy Heffring, Julie Carere

---

Key Concepts Relationships

---

Related Concept(s) Quantity, System

---

Global Context Fairness and development  
Power and privilege

---

Statement of Inquiry By quantifying relationships and using systems to organize and analyze our data we can make better decisions in financial planning for individuals and societies.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations  
ii. apply the selected mathematics successfully when solving problems  
iii. solve problems correctly in a variety of contexts  
**B: Investigating patterns**  
i. select and apply mathematical problem-solving techniques to discover complex patterns  
ii. describe patterns as general rules consistent with findings

---

iii. prove, or verify and justify, general rules

**C: Communicating**

i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

ii. use appropriate forms of mathematical representation to present information

iii. move between different forms of mathematical representation

iv. communicate complete, coherent and concise mathematical lines of reasoning

v. organize information using a logical structure

**D: Applying mathematics in real-life contexts**

i. identify relevant elements of authentic real-life situations

ii. select appropriate mathematical strategies when solving authentic real-life situations

iii. apply the selected mathematical strategies successfully to reach a solution

iv. justify the degree of accuracy of a solution

v. justify whether a solution makes sense in the context of the authentic real-life situation

---

Description

**Social**

II. Collaboration skills

Working effectively with others

Use social media networks appropriately to build and develop relationships

Practise empathy

Delegate and share responsibility for decision-making

Help others to succeed

Take responsibility for one's own actions

Manage and resolve conflict and work collaboratively in teams

Build consensus

**Self-management**

III. Organization skills

Managing time and tasks effectively

ATL skills Plan short- and long-term assignments; meet deadlines

Create plans to prepare for summative assessments (examinations and performances)

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

Plan strategies and take action to achieve personal and academic goals

Bring necessary equipment and supplies to class

Keep an organized and logical system of information files/notebooks

Use appropriate strategies for organizing complex information

IV. Affective skills

Managing state of mind

Mindfulness

Practise focus and concentration

Practise strategies to develop mental focus

Practise strategies to overcome distractions

Practise being aware of body-mind connections

V. Reflection skills

---

## Unit Title

---

(Re-)considering the process of learning; choosing and using ATL skills  
Consider content  
What did I learn about today?  
What don't I yet understand?  
What questions do I have now?

---

Content (topics, knowledge, skills)

- operations with rational numbers (addition, subtraction, multiplication, division, and order of operations)
  - exponents and exponent laws with whole-number exponents
  - financial literacy – simple budgets and transactions
- 

### Organizing Unknown Information (14 weeks)

Authors: Amy Heffring, Julie Carere

---

Key Concepts Relationships

---

Related Concept(s) Pattern, Representation, Model

---

Global Context Globalization and sustainability

---

Statement of Inquiry Decision making can be improved by using a model to represent relationships.

---

MYP subject group objective(s)

#### **A: Knowing and understanding**

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts

#### **B: Investigating patterns**

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as general rules consistent with findings
- prove, or verify and justify, general rules

#### **C: Communicating**

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- move between different forms of mathematical representation
- communicate complete, coherent and concise mathematical lines of reasoning
- organize information using a logical structure

#### **D: Applying mathematics in real-life contexts**

- identify relevant elements of authentic real-life situations
  - select appropriate mathematical strategies when solving authentic real-life situations
  - apply the selected mathematical strategies successfully to reach a solution
-

- iv. justify the degree of accuracy of a solution
  - v. justify whether a solution makes sense in the context of the authentic real-life situation
- 

Description

**Thinking**

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument

- ATL skills**
- Recognise unstated assumptions and bias
  - Interpret data
  - Evaluate evidence and arguments
  - Recognise and evaluate propositions
  - Draw reasonable conclusions and generalizations
  - Test generalizations and conclusions
  - Revise understanding based on new information and evidence
  - Use models and simulations to explore complex systems and issues
- 

- Content (topics, knowledge, skills)**
- operations with polynomials, of degree less than or equal to 2
  - two-variable linear relations, using graphing, interpolation, and extrapolation
  - multi-step one-variable linear equations
- 

**Shape & Geometry (4 weeks)**

**Authors:** Amy Heffring, Julie Carere

---

**Key Concepts** Form

---

**Related Concept(s)** Space, Approximation

---

**Global Context** Scientific and technical innovation  
Industrialization and engineering

---

**Statement of Inquiry** Architects and engineers must use finite resources responsibly when they design new structures.

---

- MYP subject group objective(s)**
- A: Knowing and understanding**
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
  - ii. apply the selected mathematics successfully when solving problems
  - iii. solve problems correctly in a variety of contexts
-



**C: Communicating**

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure

**D: Applying mathematics in real-life contexts**

- i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - iv. justify the degree of accuracy of a solution
  - v. justify whether a solution makes sense in the context of the authentic real-life situation
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

ATL skills Use a variety of media to communicate with a range of audiences

Interpret and use effectively modes of non-verbal communication

Reading, writing and using language to gather and communicate information

Use and interpret a range of discipline-specific terms and symbols

Understand and use mathematical notation

Make effective summary notes for studying

Use a variety of organizers for academic writing tasks

---

Content (topics, knowledge, skills) • spatial proportional reasoning

---

**Statistics & Probability (5 weeks)**

**Authors:** Amy Heffring, Julie Carere

---

Key Concepts Logic

---

Related Concept(s) Pattern, Validity, Change

---

Global Context

Personal and cultural expression

Ritual and play, Creation, Systems and institutions

---

Statement of Inquiry Establishing patterns in the natural world can help in understanding relationships.

---

Unit Title

---

ATL skills Description  
**Social  
Research**

Content (topics, knowledge, skills) • statistics in society

---

## Music (MYP 4)

Unit Title

---

**The Language of Music (36 weeks)**

**Authors:** Bradley Myrholm, Tristan Clausen

---

Key Concepts Communication

---

Related Concept(s) Expression, Composition

---

Global Context Personal and cultural expression  
Creation

---

Statement of Inquiry Compositions are created through systemic communication.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
**C: Thinking creatively**  
i. develop a feasible, clear, imaginative and coherent artistic intention  
ii. demonstrate a range and depth of creative-thinking behaviours  
iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization  
**D: Responding**  
i. construct meaning and transfer learning to new settings  
ii. create an artistic response which intends to reflect or impact on the world around them  
iii. critique the artwork of self and others

---

ATL skills Description  
**Communication**  
I. Communication skills  
Reading, writing and using language to gather and communicate information

---

Unit Title

---

Use and interpret a range of discipline-specific terms and symbols

---

Students are expected to know the following:

- Content (topics, knowledge, skills)**
- music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, includes but not limited to: beat/pulse, metre/duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
- 

**Elements of Music (8 weeks)**

**Authors:** Nadine Yassa, Tristan Clausen

---

**Key Concepts** Aesthetics

---

Expression, Interpretation

**Related Concept(s)** **Other:**

---

**Global Context** Personal and cultural expression  
Artistry

---

**Statement of Inquiry** The study of aesthetic principles helps us understand and interpret artistic expression.

---

- MYP subject group objective(s)**
- A: Knowing and understanding**
    - i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
    - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
  - D: Responding**
    - i. construct meaning and transfer learning to new settings
    - ii. create an artistic response which intends to reflect or impact on the world around them
    - iii. critique the artwork of self and others
- 

**ATL skills**

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

---

Unit Title

---

- Students are expected to know the following:
  - music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, includes but not limited to: beat/pulse, metre/duration, rhythm, tempo, pitch, timbre, dynamics, form, texture

---

**The Elements of Music (8 weeks)**

**Authors:** Nadine Yassa, Tristan Clausen

---

**Key Concepts** Aesthetics

---

**Related Concept(s)** Expression, Interpretation

---

**Global Context** Personal and cultural expression  
Artistry

---

**Statement of Inquiry** Aesthetic artistry is achieved through interpreting expressive elements in art.

---

- MYP subject group objective(s)**
- A: Knowing and understanding**
    - i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
    - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
  - C: Thinking creatively**
    - i. develop a feasible, clear, imaginative and coherent artistic intention
    - iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization
  - D: Responding**
    - i. construct meaning and transfer learning to new settings
    - ii. create an artistic response which intends to reflect or impact on the world around them
    - iii. critique the artwork of self and others
- 

Description

- ATL skills**
- Give and receive meaningful feedback
    - Students will be providing to each other peer evaluations on an assessment.

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

---

## Unit Title

---

Students are expected to know the following:

- Content (topics, knowledge, skills)** • for each of the arts disciplines — dance, drama, music, and visual arts — the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas

---

### **Spring Choir (13 weeks)**

**Authors:** Tristan Clausen

---

**Key Concepts** Aesthetics

---

**Related Concept(s)** Composition, Expression

---

**Global Context** Personal and cultural expression  
Artistry

---

**Statement of Inquiry** Performing compositions develops an appreciation for and understanding of aesthetics and artistic expression.

---

#### **B: Developing skills**

- MYP subject group objective(s)**
- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
  - ii. demonstrate the application of skills and techniques to create, perform and/or present art

---

## Design (MYP 4)

### Unit Title

---

#### **Design - Drawing skills (2 weeks)**

**Authors:** Nick Yaremchuk

---

**Key Concepts** Form

---

**Related Concept(s)** Ergonomics

---

**Global Context** Personal and cultural expression

---

**Statement of Inquiry** Is there a correlation between drawing skills and design skills?

---

Description

Design Ideas are communicated through drawing.

**Communication**

I. Communication skills

ATL skills Exchanging thoughts, messages and information effectively through interaction

Use a variety of media to communicate with a range of audiences

Interpret and use effectively modes of non-verbal communication

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills

Custom ATL skills

Other

---

**Design - Visual representation of Meiotic**

**Division (6 weeks)**

**Authors:** Amy Heffring, Nick Yaremchuk

---

Key Concepts Systems

---

Related Concept(s) Form

---

Global Context

Scientific and technical innovation

Systems, Models

---

Statement of Inquiry Scientific processes can be better understood with modelling and visual representation.

---

**A: Inquiring and analysing**

i. explain and justify the need for a solution to a problem for a specified client/target audience

**B: Developing ideas**

MYP subject group objective(s) i. develop a design specification, which clearly states the success criteria for the design of a solution

**C: Creating the solution**

i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution

---

Description

ATL skills

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Paraphrase accurately and concisely

---

Take effective notes in class  
Make effective summary notes for studying  
Organize and depict information logically

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Present information in a variety of formats and platforms  
Collect and analyse data to identify solutions and make informed decisions  
Process data and report results  
Evaluate and select information sources and digital tools based on their appropriateness to specific tasks  
Understand and use technology systems

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills  
Custom ATL skills  
Other

---

Content (topics, knowledge, skills)

- Drafting
  - function of models
- Information and Communications Technologies
  - development and collaboration in a cloud-based environment
  - functions of operating systems, including mobile, open source, and proprietary systems
- Media Arts
  - digital and non-digital media technologies, their distinguishing characteristics and uses
  - techniques for organizing ideas to structure information and story through media conventions
  - media production skills

---

**IT Skills (8 weeks)**

**Authors:** Nick Yaremchuk

---

Key Concepts Communication

---

Related Concept(s) Collaboration

---

Global Context

Scientific and technical innovation  
Processes and solutions, Digital life, Virtual environments and the Information Age

---

Statement of Inquiry Alliances, relationships, and partnerships are formed through communication.

---

MYP subject group objective(s)

**A: Inquiring and analysing**

iv. develop a detailed design brief, which summarizes the analysis of relevant research

**B: Developing ideas**

iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

**C: Creating the solution**

iv. fully justify changes made to the chosen design and plan when making the solution

**D: Evaluating**

iv. explain the impact of the solution on the client/target audience

---

Description

**Self-management**

IV. Affective skills

Managing state of mind

Resilience

Practise “bouncing back” after adversity, mistakes and failures

Practise “failing well”

ATL skills Practise dealing with disappointment and unmet expectations

Practise dealing with change

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider personal learning strategies

What can I do to become a more efficient and effective learner?

How can I become more flexible in my choice of learning strategies?

What factors are important for helping me learn well?

**Subject specific skills, knowledge and understandings**

---

Staying productive in the modern office requires a lot of technological tools. Employees are expected to get their work done quickly and effectively, and this focus on efficiency has driven employers to search for people with specific skills revolving around popular business platforms. Although there are many of these, one of the most widely used is Microsoft Office 365.

Content (topics, knowledge, skills)

The reason for this is simple: It's easy to learn, difficult to master and has a depth of usability that's hard to beat on the current market. In fact, IDC found that Microsoft Office skills were the **fourth most important attribute** a candidate could have when walking into a job interview. These talents even beat out integrity and creativity.

Of course, this suite of products is incredibly diverse, and it can be hard to know where to start or what you need to know. To help you out in your journey to improved career opportunities, we've put together a list of some of the most important Office 365 skills the modern worker can have.

---

**Design - Jewellery making (8 weeks)**

**Authors:** Nick Yaremchuk

---



Unit Title

---

**Paddle-a-thon : Designing and planning  
a school event (6 weeks)**

**Authors:** Nick Yaremchuk

---

Sciences (MYP 4)

Unit Title

---

**Unit 1: One to a trillion - Cells and  
Reproduction (8 weeks)**

**Authors:** Amy Heffring, Ashlee Booker

---

Key Concepts Systems

---

Related Concept(s) Transformation, Function

---

Global Context Scientific and technical innovation  
Ingenuity and progress

---

Statement of Inquiry Human ingenuity and progress permits the exploration of how transformations affect the function of a system.  
Cells are derived from cells. (BC Big Idea)

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. explain scientific knowledge  
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  
iii. analyse and evaluate information to make scientifically supported judgments  
**C: Processing and evaluating**  
i. present collected and transformed data  
**D: Reflecting on the impacts of science**  
i. explain the ways in which science is applied and used to address a specific problem or issue  
ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue  
iii. apply scientific language effectively  
iv. document the work of others and sources of information used

---

ATL skills Description  
**Communication**  
I. Communication skills  
Reading, writing and using language to gather and communicate information  
Organize and depict information logically

---

Content (topics, knowledge, skills)

- asexual reproduction:
  - mitosis
  - different forms
- sexual reproduction:
  - meiosis
  - human sexual reproduction

---

**Unit 2: What's current? - Electricity**  
**(11 weeks)**

**Authors:** Amy Heffring, Ashlee Booker

---

**Key Concepts** Change

---

**Related Concept(s)** Energy, Consequences

---

**Global Context**

Fairness and development  
Imagining a hopeful future

---

**Statement of Inquiry**

Energy changes must meet the needs of the future with minimal consequences.  
Electric current is the flow of electric charge (BC Big Idea)

---

**MYP subject group objective(s)**

**A: Knowing and understanding**

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments

**B: Inquiring and designing**

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method

**D: Reflecting on the impacts of science**

- i. explain the ways in which science is applied and used to address a specific problem or issue
-

Unit Title

---

- ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Make inferences and draw conclusions

**Self-management**

ATL skills III. Organization skills

Managing time and tasks effectively

Understand and use sensory learning preferences (learning styles)

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Interpret data

Evaluate evidence and arguments

---

Content (topics, knowledge, skills)

- circuits — must be complete for electrons to flow
  - voltage, current, and resistance
  - effects of solar radiation on the cycling of matter and energy
- 

**Unit 3: We're bonding - Chemistry  
(12 weeks)**

**Authors:** Amy Heffring, Ashlee Booker

---

Key Concepts Systems

---

Related Concept(s) Form, Function

---

Global Context

Scientific and technical innovation

Models, Methods

---

Statement of Inquiry Opportunity and risk arise from the form and function of systems.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. explain scientific knowledge
-

- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments

**B: Inquiring and designing**

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method

**D: Reflecting on the impacts of science**

- i. explain the ways in which science is applied and used to address a specific problem or issue
  - ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

In order for students to interpret data and explain results using scientific reasoning (Cii) and evaluate the validity of hypothesis based on the outcome of the scientific investigation (Ciii) students **must make inferences and draw conclusions.**

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

ATL skills Make inferences and draw conclusions

**Self-management**

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect and analyse data to identify solutions and make informed decisions

---

Content (topics, knowledge, skills)

- element properties as organized in the periodic table
  - The arrangement of electrons determines the compounds formed by elements
- 

**Unit 4: Around we go - Ecology**

**(7 weeks)**

**Authors:** Amy Heffring, Ashlee Booker

---

Key Concepts Relationships

---

Related Concept(s) Balance, Interaction  
**Other:**  
Environment, Energy, Movement

---

Global Context Globalization and sustainability  
Human impact on the environment

---

Statement of Inquiry Human activity affects relationships as they interact to maintain balance.  
The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them.  
(BC Big Idea)

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. explain scientific knowledge  
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  
iii. analyse and evaluate information to make scientifically supported judgments  
**B: Inquiring and designing**  
i. explain a problem or question to be tested by a scientific investigation  
ii. formulate a testable hypothesis and explain it using scientific reasoning  
iii. explain how to manipulate the variables, and explain how data will be collected  
iv. design scientific investigations  
**C: Processing and evaluating**  
i. present collected and transformed data  
ii. interpret data and explain results using scientific reasoning  
iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation  
iv. evaluate the validity of the method  
v. explain improvements or extensions to the method  
**D: Reflecting on the impacts of science**  
i. explain the ways in which science is applied and used to address a specific problem or issue  
ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue  
iii. apply scientific language effectively  
iv. document the work of others and sources of information used

---

ATL skills Description  
In order to explain the ways in which science is applied and used to address a specific problem or issue (Ci) students must

---

**gather and organize relevant information to formulate an argument.**

**Social**

II. Collaboration skills  
Working effectively with others  
Delegate and share responsibility for decision-making  
Manage and resolve conflict and work collaboratively in teams  
Build consensus

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument

Content (topics, knowledge, skills)

- effects of solar radiation on the cycling of matter and energy
- matter cycles within biotic and abiotic components of ecosystems
- sustainability of systems
- First Peoples knowledge of interconnectedness and sustainability

---

## French (MYP 4)

**Unit 2-What is school for? (8 weeks)**

**Authors:** Sandrine Leopold

Key Concepts Connections

Related Concept(s) Phase 2 - Structure, Purpose

Global Context

Fairness and development  
Power and privilege, Imagining a hopeful future, Human capability and development, Inequality, Rights

MYP subject group objective(s)

Phase

**C Speaking**

Emergent level (phase 1 and 2)  
i. use a wide range of vocabulary  
ii. use a wide range of grammatical structures generally accurately  
iii. use clear pronunciation and intonation in comprehensible manner  
iv. communicate all the required information clearly and effectively

**D Writing**

---

Emergent level (phase 1 and 2)  
i.use a wide range of vocabulary  
ii.use a wide range of grammatical structures generally accurately  
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices  
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use intercultural understanding to interpret communication  
Use a variety of speaking techniques to communicate with a variety of audiences  
Use appropriate forms of writing for different purposes and audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension  
Make inferences and draw conclusions  
Write for different purposes  
Organize and depict information logically

**Social**

II. Collaboration skills

Working effectively with others  
Manage and resolve conflict and work collaboratively in teams  
Build consensus

ATL skills **Self-management**

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills  
Consider content  
What did I learn about today?  
What don't I yet understand?  
What questions do I have now?  
Consider ATL skills development  
What can I already do?  
How can I share my skills to help peers who need more practice?  
What will I work on next?  
Consider personal learning strategies  
What can I do to become a more efficient and effective learner?  
How can I become more flexible in my choice of learning strategies?  
What factors are important for helping me learn well?

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information  
Access information to be informed and inform others

**Thinking**

---

## Unit Title

---

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument  
Draw reasonable conclusions and generalizations  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries

---

## English (MYP 4)

### Unit Title

---

#### Parts of Speech (5 weeks)

Authors: Jeff Trapp

---

Key Concepts Form

---

Related Concept(s)

Phase 5 - Purpose, Stylistic choices  
Phase 6 - Voice

---

Global Context

Personal and cultural expression  
Critical literacy, Languages and linguistic systems

---

Statement of Inquiry

In order to speak English well, speakers need to understand the standard form of the language and make stylistic choices to match the voice and audience for the communication purpose.

---

MYP subject group objective(s)

Phase 5

**A: Comprehending spoken and visual text**

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse conventions
- iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

**B: Comprehending written and visual text**

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

**C: Communicating in response to spoken and/or written and/or visual text**

- i. respond appropriately to spoken and/or written and/or visual text
  - ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
-



Unit Title

---

- iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
- iv. communicate with a sense of register, purpose and style

**D: Using language in spoken and/or written form**

- i. write and/or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
  - ii. organize information and ideas; use a wide range of cohesive devices
  - iii. use language to suit the context
- 

## English (MYP 5)

Unit Title

---

**Is the future friendly? (Short stories and "Fahrenheit 451" by Ray Bradbury)**

**(11 weeks)**

**Authors:** Bradley Myrholm

---

**Key Concepts** Perspective

---

**Related Concept(s)** Context, Genres, Self-expression

---

**Global Context** Scientific and technical innovation  
Opportunity, Risk, Modernization

---

**Statement of Inquiry** We will understand that writing is a powerful tool to identify, process, and criticize social problems and changes through an inquiry into technological modernization.

---

**MYP subject group objective(s)**

**A: Analysing**

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

**B: Organizing**

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner

**C: Producing text**

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

**D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression

---

- ii. write and speak in a register and style that serve the context and intention
  - iii. use correct grammar, syntax and punctuation
  - iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- 

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of speaking techniques to communicate with a variety of audiences

Negotiate ideas and knowledge with peers and teachers

Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Make inferences and draw conclusions

ATL skills

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Consider ideas from multiple perspectives

Develop contrary or opposing arguments

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Make unexpected or unusual connections between objects and/or ideas

Create original works and ideas; use existing works and ideas in new ways

---

Content (topics, knowledge, skills)

- Text forms and genres
  - Strategies and processes
    - reading strategies
    - metacognitive strategies
    - writing processes
  - Language features, structures, and conventions
    - elements of style
    - exploration of voice
    - usage and conventions
    - literary elements and devices
- 

**The Persuaders ("To Kill a Mockingbird"  
& "Girl Rising" and Human Rights Watch  
Global Report 2021) (14 weeks)**

**Authors:** Bradley Myrholm

---

Key Concepts Communication

---

**Language and literature - English**  
Related Concept(s) Audience imperatives, Purpose, Self-expression

---

Global Context Fairness and development  
Inequality, Rights

---

Statement of Inquiry We will understand that persuasive communication requires an understanding of the intended audience and a clear sense of purpose, through an inquiry into inequality and rights.

---

### Language and literature - English

**A: Analysing**  
i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts  
ii. analyse the effects of the creator's choices on an audience  
iii. justify opinions and ideas, using examples, explanations and terminology  
iv. evaluate similarities and differences by connecting features across and within genres and texts

**B: Organizing**  
i. employ organizational structures that serve the context and intention  
ii. organize opinions and ideas in a sustained, coherent and logical manner  
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

MYP subject group objective(s) **C: Producing text**  
i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process  
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  
iii. select relevant details and examples to develop ideas

**D: Using language**  
i. use appropriate and varied vocabulary, sentence structures and forms of expression  
ii. write and speak in a register and style that serve the context and intention  
iii. use correct grammar, syntax and punctuation  
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  
v. use appropriate non-verbal communication techniques

---

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use a variety of speaking techniques to communicate with a variety of audiences

ATL skills Reading, writing and using language to gather and communicate information  
Paraphrase accurately and concisely

**Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information

---

Access information to be informed and inform others  
Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Draw reasonable conclusions and generalizations

---

Content (topics, knowledge, skills)

- Text features and structures
    - narrative structures found in First Peoples texts
  - Strategies and processes
    - reading strategies
    - oral language strategies
    - metacognitive strategies
    - writing processes
  - Language features, structures, and conventions
    - language features
    - elements of style
    - exploration of voice
    - usage and conventions
    - literary elements and devices
    - citation techniques
- 

**Anti-Social Leadership ("Macbeth" by William Shakespeare) (10 weeks)**

**Authors:** Bradley Myrholm

---

**Key Concepts** Creativity

---

**Related Concept(s)** Audience imperatives, Character, Genres

---

**Global Context** Identities and relationships  
Human nature and human dignity, Status, Affiliation and leadership

---

**Statement of Inquiry** Creative expression is an effective means of warning and instructing about timeless truths about human nature, specifically the human desire for higher social status and power.

---

**MYP subject group objective(s)** **A: Analysing**

---

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

**B: Organizing**

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
  - ii. write and speak in a register and style that serve the context and intention
  - iii. use correct grammar, syntax and punctuation
  - iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- 

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use appropriate forms of writing for different purposes and audiences

Negotiate ideas and knowledge with peers and teachers

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Make inferences and draw conclusions

Structure information in summaries, essays and reports

**Self-management**

III. Organization skills

ATL skills Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

Keep and use a weekly planner for assignments

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Gather and organize relevant information to formulate an argument

Evaluate evidence and arguments

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Inquire in different contexts to gain a different perspective

---

Content (topics, knowledge, skills)

- Text forms and genres
  - Strategies and processes
    - reading strategies
    - oral language strategies
    - metacognitive strategies
-

- writing processes
  - Language features, structures, and conventions
    - usage and conventions
    - literary elements and devices
    - literal meaning and inferential meaning
    - citation techniques
- 

**The Storytellers ("The Truth about Stories" by Thomas King and "Serial: Season 1" by PBS) (6 weeks)**  
**Authors:** Bradley Myrholm

---

**Key Concepts** Connections

---

**Related Concept(s)** Audience imperatives, Style

---

**Global Context** Identities and relationships  
Personal and cultural expression  
Artistry, Craft

---

**Statement of Inquiry** The ability to tell an engaging story is both an art and a craft and allows the speaker to connect with an audience in a personal way.

---

**MYP subject group objective(s)**

**B: Organizing**  
i. employ organizational structures that serve the context and intention  
ii. organize opinions and ideas in a sustained, coherent and logical manner  
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

**C: Producing text**  
i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process  
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  
iii. select relevant details and examples to develop ideas

**D: Using language**  
i. use appropriate and varied vocabulary, sentence structures and forms of expression  
ii. write and speak in a register and style that serve the context and intention  
iii. use correct grammar, syntax and punctuation  
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  
v. use appropriate non-verbal communication techniques

---

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Collaborate with peers and experts using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

ATL skills Read critically and for comprehension

Read a variety of sources for information and for pleasure

**Social**

**Thinking**

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Generate metaphors and analogies

---

Text features and structures

- narrative structures found in First Peoples texts
- protocols related to ownership of First Peoples oral texts
- Strategies and processes
  - oral language strategies
- Language features, structures, and conventions
  - language features
  - elements of style
  - exploration of voice
  - usage and conventions

Content (topics, knowledge, skills)

**Unrestrained Passion ("Romeo and Juliet" by William Shakespeare)**

**(12 weeks)**

**Authors:** Nick Yaremchuk, Bradley Myrholm

---

Key Concepts Communication

---

**Language and literature - English**

Purpose, Audience imperatives

Related Concept(s)

**Design - Design**

Collaboration, Perspective

---

Personal and cultural expression  
Global Context Artistry, Creation  
Design

---

Statement of Inquiry Directors and producers create films to position audiences to respond in a particular way and to communicate specific perspectives on life.

---

### Language and literature - English

#### **A: Analysing**

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

#### **B: Organizing**

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

#### **C: Producing text**

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

MYP subject group objective(s)

#### **D: Using language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

### Design - Design

#### **B: Developing ideas**

- i. develop a design specification, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

#### **C: Creating the solution**

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
  - ii. demonstrate excellent technical skills when making the solution
  - iii. follow the plan to create the solution, which functions as intended
-



iv. fully justify changes made to the chosen design and plan when making the solution

---

Description

**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)

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

Plan strategies and take action to achieve personal and academic goals

ATL skills

IV. Affective skills

Managing state of mind

Perseverance

Demonstrate persistence and perseverance

Practise delaying gratification

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Consider personal learning strategies

What can I do to become a more efficient and effective learner?

How can I become more flexible in my choice of learning strategies?

What factors are important for helping me learn well?

---

Content (topics, knowledge, skills)

- Text forms and genres
  - Strategies and processes
    - reading strategies
    - writing processes
    - design processes
  - Language features, structures, and conventions
    - language features
    - usage and conventions
    - literary elements and devices
    - literal meaning and inferential meaning
    - citation techniques
- 

## Mathematics (MYP 5)

**Real Numbers (3 weeks)**

---

Unit Title

---

**Authors:** Amy Heffring, Steve Sparling

---

**Key Concepts** Form

---

**Related Concept(s)** Equivalence, Representation

---

**Global Context** Scientific and technical innovation  
Methods, Mathematical puzzles, Principles and discoveries

---

**Statement of Inquiry** Patterns and logic show how numbers and expressions can be represented in equivalent ways using roots and exponents.

---

**MYP subject group objective(s)**

- A: Knowing and understanding**
  - ii. apply the selected mathematics successfully when solving problems
- B: Investigating patterns**
  - ii. describe patterns as general rules consistent with findings
- C: Communicating**
  - i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
  - ii. use appropriate forms of mathematical representation to present information
  - v. organize information using a logical structure
- D: Applying mathematics in real-life contexts**
  - i. identify relevant elements of authentic real-life situations

---

Description

**ATL skills**

- Research**
  - VI. Information literacy skills
    - Finding, interpreting, judging and creating information
    - Process data and report results
  - VII. Media literacy skills
    - Interacting with media to use and create ideas and information
    - Seek a range of perspectives from multiple and varied sources

---

**Polynomials (4 weeks)**

**Authors:** Amy Heffring, Steve Sparling

---

**Key Concepts** Development

---

**Related Concept(s)** Equivalence, Pattern

---

**Global Context** Scientific and technical innovation

---

Models, Methods, Ingenuity and progress

---

- MYP subject group objective(s)
- A: Knowing and understanding**
    - i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
    - ii. apply the selected mathematics successfully when solving problems
    - iii. solve problems correctly in a variety of contexts
  - B: Investigating patterns**
    - ii. describe patterns as general rules consistent with findings
    - iii. prove, or verify and justify, general rules
  - C: Communicating**
    - i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
    - ii. use appropriate forms of mathematical representation to present information
    - iv. communicate complete, coherent and concise mathematical lines of reasoning
    - v. organize information using a logical structure
  - D: Applying mathematics in real-life contexts**
    - ii. select appropriate mathematical strategies when solving authentic real-life situations
    - iii. apply the selected mathematical strategies successfully to reach a solution
- 

ATL skills Description  
**Research**

---

- Content (topics, knowledge, skills)
- multiplication of polynomial expressions
  - polynomial factoring
- 

**Relations and Functions (3 weeks)**  
**Authors:** Amy Heffring, Steve Sparling

---

Key Concepts Change  
Logic  
Relationships

---

Related Concept(s) Simplification, System, Equivalence, Generalization, Pattern

---

Global Context Personal and cultural expression  
Fields and disciplines, Practice and competency

---

Statement of Inquiry how an functions model mathematical relationships both abstract and practical

---

- A: Knowing and understanding**  
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- B: Investigating patterns**  
i. select and apply mathematical problem-solving techniques to discover complex patterns
- C: Communicating**  
ii. use appropriate forms of mathematical representation to present information  
iii. move between different forms of mathematical representation  
v. organize information using a logical structure
- D: Applying mathematics in real-life contexts**  
i. identify relevant elements of authentic real-life situations  
ii. select appropriate mathematical strategies when solving authentic real-life situations
- 

Description

- Communication**
- ATL skills I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Use intercultural understanding to interpret communication  
Participate in, and contribute to, digital social media networks
- 

- Content (topics, knowledge, skills) • functions and relations: connecting data, graphs, and situations
- 

**Term I investigation (2 weeks)**

**Authors:** Steve Sparling

---

Related Concept(s) Model, Representation

---

Global Context Scientific and technical innovation  
Systems, Models, Processes and solutions, Industrialization and engineering, Digital life

---

Statement of Inquiry In what way are functions or relations used to model problems in other disciplines?

---

**Linear Functions (3 weeks)**

**Authors:** Amy Heffring, Steve Sparling

---

Key Concepts Creativity

---

Related Concept(s) Representation, Change, Generalization, Model, Pattern

---

Global Context Scientific and technical innovation  
Models, Methods

---

Statement of Inquiry We will apply the concepts of linear functions to applications in growth.

---

MYP subject group objective(s)

**A: Knowing and understanding**  
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations  
ii. apply the selected mathematics successfully when solving problems  
iii. solve problems correctly in a variety of contexts

**B: Investigating patterns**  
i. select and apply mathematical problem-solving techniques to discover complex patterns  
ii. describe patterns as general rules consistent with findings

**C: Communicating**  
i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations  
ii. use appropriate forms of mathematical representation to present information  
v. organize information using a logical structure

**D: Applying mathematics in real-life contexts**  
i. identify relevant elements of authentic real-life situations  
ii. select appropriate mathematical strategies when solving authentic real-life situations  
iii. apply the selected mathematical strategies successfully to reach a solution

---

Description

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Participate in, and contribute to, digital social media networks  
Reading, writing and using language to gather and communicate information

ATL skills Understand and use mathematical notation  
Take effective notes in class  
Organize and depict information logically

**Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Collect, record and verify data  
Process data and report results  
Understand and use technology systems

---

Content (topics, knowledge, skills)

- functions and relations: connecting data, graphs, and situations
- linear functions: slope and equations of lines

---

Unit Title

---

**Linear Equations (3 weeks)**

**Authors:** Amy Heffring, Steve Sparling

---

Key Concepts Logic

---

Related Concept(s) Quantity, Change, Equivalence, Model

---

Global Context Orientation in space and time  
Scale

---

Statement of Inquiry Solving equations is central to understanding many concepts in science and economics.

---

**A: Knowing and understanding**

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

**B: Investigating patterns**

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules

**C: Communicating**

- MYP subject group objective(s)
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
  - ii. use appropriate forms of mathematical representation to present information
  - iii. move between different forms of mathematical representation
  - iv. communicate complete, coherent and concise mathematical lines of reasoning
  - v. organize information using a logical structure

**D: Applying mathematics in real-life contexts**

- i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - v. justify whether a solution makes sense in the context of the authentic real-life situation
- 

Description

**Self-management**

IV. Affective skills

ATL skills Managing state of mind

Mindfulness

Practise focus and concentration

**Thinking**

VIII. Critical thinking skills

---

## Unit Title

---

Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems  
Recognise unstated assumptions and bias  
Interpret data

---

Content (topics, knowledge, skills) • functions and relations: connecting data, graphs, and situations  
• linear functions: slope and equations of lines

---

### Systems of Equations (3 weeks)

Authors: Amy Heffring, Steve Sparling

---

Key Concepts Form  
Logic  
Relationships

---

Related Concept(s) Equivalence, Generalization, Model, Pattern, System

---

Global Context Identities and relationships  
Competition and cooperation

---

Statement of Inquiry Solving systems is a way of demonstrating how to reduce a larger problem to a manageable one.

---

#### **A: Knowing and understanding**

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

#### **B: Investigating patterns**

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings

#### **C: Communicating**

- MYP subject group objective(s)
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
  - ii. use appropriate forms of mathematical representation to present information
  - iii. move between different forms of mathematical representation
  - iv. communicate complete, coherent and concise mathematical lines of reasoning

#### **D: Applying mathematics in real-life contexts**

- i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
-

ATL skills Description  
**Research**

---

Content (topics, knowledge, skills)

- functions and relations: connecting data, graphs, and situations
  - linear functions: slope and equations of lines
  - arithmetic sequences
  - systems of linear equations
- 

**Graphing with technology (2 weeks)**

**Authors:** Amy Heffring, Steve Sparling

---

Key Concepts Communication  
Relationships

---

Related Concept(s) System, Model, Pattern, Representation

---

Global Context Scientific and technical innovation

---

Statement of Inquiry Technology can solve problems that are difficult or otherwise impossible.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts

**B: Investigating patterns**

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as general rules consistent with findings

**C: Communicating**

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- communicate complete, coherent and concise mathematical lines of reasoning

**D: Applying mathematics in real-life contexts**

- identify relevant elements of authentic real-life situations
  - justify the degree of accuracy of a solution
  - justify whether a solution makes sense in the context of the authentic real-life situation
- 

ATL skills Description

---



**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

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

Share ideas with multiple audiences using a variety of digital environments and media

**Social**

Content (topics, knowledge, skills)

- functions and relations: connecting data, graphs, and situations
- linear functions: slope and equations of lines
- systems of linear equations

---

**Trigonometry (3 weeks)**

**Authors:** Amy Heffring, Steve Spurling

Key Concepts

Form

Logic

Relationships

Related Concept(s)

Representation, Generalization, Model, Pattern

Global Context

Orientation in space and time

Natural and human landscapes and resources

Statement of Inquiry

With trigonometry we can actually find missing measurements.

MYP subject group objective(s)

**A: Knowing and understanding**

i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii. apply the selected mathematics successfully when solving problems

iii. solve problems correctly in a variety of contexts

**B: Investigating patterns**

i. select and apply mathematical problem-solving techniques to discover complex patterns

ii. describe patterns as general rules consistent with findings

**C: Communicating**

i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

ii. use appropriate forms of mathematical representation to present information

iii. move between different forms of mathematical representation

iv. communicate complete, coherent and concise mathematical lines of reasoning

v. organize information using a logical structure

---

**D: Applying mathematics in real-life contexts**

- i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - iv. justify the degree of accuracy of a solution
  - v. justify whether a solution makes sense in the context of the authentic real-life situation
- 

Description

ATL skills **Communication**  
**Social**  
**Thinking**

---

Content (topics, knowledge, skills) • primary trigonometric ratios

---

**Finance (3 weeks)**

**Authors:** Steve Sparling, Amy Heffring

---

Key Concepts Relationships

---

Related Concept(s) Model, Pattern, Quantity

---

Statement of Inquiry We will apply many of the principles of this course to financial questions: compound interest; net income; tax rates.

---

**A: Knowing and understanding**

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

**B: Investigating patterns**

- i. select and apply mathematical problem-solving techniques to discover complex patterns

**C: Communicating**

- MYP subject group objective(s)
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
  - ii. use appropriate forms of mathematical representation to present information
  - iv. communicate complete, coherent and concise mathematical lines of reasoning
  - v. organize information using a logical structure

**D: Applying mathematics in real-life contexts**

- i. identify relevant elements of authentic real-life situations
  - ii. select appropriate mathematical strategies when solving authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - iv. justify the degree of accuracy of a solution
  - v. justify whether a solution makes sense in the context of the authentic real-life situation
-

Description

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Gather and organize relevant information to formulate an argument

Recognise unstated assumptions and bias

Interpret data

Evaluate evidence and arguments

Recognise and evaluate propositions

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

Revise understanding based on new information and evidence

Evaluate and manage risk

ATL skills

Formulate factual, topical, conceptual and debatable questions

Consider ideas from multiple perspectives

Develop contrary or opposing arguments

Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

Propose and evaluate a variety of solutions

Identify obstacles and challenges

Use models and simulations to explore complex systems and issues

Identify trends and forecast possibilities

Troubleshoot systems and applications

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Apply skills and knowledge in unfamiliar situations

Compare conceptual understanding across multiple subject groups and disciplines

Transfer current knowledge to learning of new technologies

---

Content (topics, knowledge, skills)

- operations on powers with integral exponents
- arithmetic sequences
- financial literacy: gross and net pay

---

## Individuals and societies (MYP 5)

**How can borders and frontiers define personal and national identity....**

---

Unit Title

---

**legitimately, rationally, or borderline crazy? (10 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Identity

---

**Related Concept(s)** Causality (cause and consequence), Culture, Identity

---

**Global Context** Orientation in space and time  
Natural and human landscapes and resources, Boundaries, Indigenous understanding, Civilizations and social histories, Heritage, Migration, Constraints and adaptation

---

**Statement of Inquiry** We will investigate how the places, spaces and times that we originate from, including those where we are now, may define our thinking knowledge and understanding about identity.

---

**MYP subject group objective(s)**

- A: Knowing and understanding**
  - i. use a wide range of terminology in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples
- B: Investigating**
  - i. formulate a clear and focused research question and justify its relevance
- C: Communicating**
  - i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- D: Thinking critically**
  - i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments

---

**ATL skills**

**Communication**

- I. Communication skills
  - Exchanging thoughts, messages and information effectively through interaction
  - Give and receive meaningful feedback
  - Use intercultural understanding to interpret communication
  - Use a variety of speaking techniques to communicate with a variety of audiences
  - Use appropriate forms of writing for different purposes and audiences
  - Use a variety of media to communicate with a range of audiences
  - Interpret and use effectively modes of non-verbal communication
  - Negotiate ideas and knowledge with peers and teachers
  - Participate in, and contribute to, digital social media networks
  - Collaborate with peers and experts using a variety of digital environments and media
  - Share ideas with multiple audiences using a variety of digital environments and media
  - Reading, writing and using language to gather and communicate information

---

Read critically and for comprehension  
Read a variety of sources for information and for pleasure  
Make inferences and draw conclusions  
Use and interpret a range of discipline-specific terms and symbols  
Write for different purposes  
Understand and use mathematical notation  
Paraphrase accurately and concisely  
Preview and skim texts to build understanding  
Take effective notes in class  
Make effective summary notes for studying  
Use a variety of organizers for academic writing tasks  
Find information for disciplinary and interdisciplinary inquiries, using a variety of media  
Organize and depict information logically  
Structure information in summaries, essays and reports

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information  
Collect, record and verify data  
Access information to be informed and inform others  
Make connections between various sources of information  
Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information  
Use memory techniques to develop long-term memory  
Present information in a variety of formats and platforms  
Collect and analyse data to identify solutions and make informed decisions  
Process data and report results  
Evaluate and select information sources and digital tools based on their appropriateness to specific tasks  
Understand and use technology systems  
Use critical literacy skills to analyse and interpret media communications  
Understand and implement intellectual property rights  
Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions  
Identify primary and secondary sources

VII. Media literacy skills

Interacting with media to use and create ideas and information  
Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)  
Demonstrate awareness of media interpretations of events and ideas (including digital social media)  
Make informed choices about personal viewing experiences  
Understand the impact of media representations and modes of presentation  
Seek a range of perspectives from multiple and varied sources  
Communicate information and ideas effectively to multiple audiences using a variety of media and formats  
Compare, contrast and draw connections among (multi)media resources

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems

---

Gather and organize relevant information to formulate an argument  
Recognise unstated assumptions and bias  
Interpret data  
Evaluate evidence and arguments  
Recognise and evaluate propositions  
Draw reasonable conclusions and generalizations  
Test generalizations and conclusions  
Revise understanding based on new information and evidence  
Evaluate and manage risk  
Formulate factual, topical, conceptual and debatable questions  
Consider ideas from multiple perspectives  
Develop contrary or opposing arguments  
Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding  
Propose and evaluate a variety of solutions  
Identify obstacles and challenges  
Use models and simulations to explore complex systems and issues  
Identify trends and forecast possibilities  
Troubleshoot systems and applications  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries  
Make unexpected or unusual connections between objects and/or ideas  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Inquire in different contexts to gain a different perspective  
Change the context of an inquiry to gain different perspectives  
**Subject specific skills, knowledge and understandings**

---

Content (topics, knowledge, skills)

- government, First Peoples governance, political institutions, and ideologies
- environmental, political, and economic policies
- Canadian identities
- domestic conflicts and co-operation
- international conflicts and co-operation
  - social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
  - current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
  - rights of individuals in Canada (adapted from Law Studies 12)
  - fundamental nature of knowledge, existence, and reality (adapted from Philosophy 12)

Unit Title

---

**Authors:** Nadine Yassa, Joseph Adams

---

Key Concepts Systems

---

Related Concept(s) Causality (cause and consequence), Perspective

---

Global Context Orientation in space and time  
Natural and human landscapes and resources, Civilizations and social histories, Migration, Epochs, Eras, Turning points and “big history”, Peoples, Boundaries, Exchange and interaction, Indigenous understanding

---

Statement of Inquiry We will understand that Historical knowledge is the result of the examination and analysis of source materials, dependent upon a variety of skills and techniques, through an exploration of intellectual movements, migration, displacement, turning points and Big History.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. use a wide range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples  
**B: Investigating**  
i. formulate a clear and focused research question and justify its relevance  
ii. formulate and follow an action plan to investigate a research question  
iii. use research methods to collect and record appropriate, varied and relevant information  
iv. evaluate the research process and results  
**C: Communicating**  
i. communicate information and ideas effectively using an appropriate style for the audience and purpose  
ii. structure information and ideas in a way that is appropriate to the specified format  
iii. document sources of information using a recognized convention  
**D: Thinking critically**  
i. discuss concepts, issues, models, visual representation and theories  
ii. synthesize information to make valid, well supported arguments  
iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations  
iv. interpret different perspectives and their implications

---

Content (topics, knowledge, skills)  

- Canadian autonomy
- Canadian identities
- discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments
- advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
- domestic conflicts and co-operation

---

- international conflicts and co-operation
    - social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
    - colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
    - current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
    - contemporary theories of money and investment (adapted from Economic Theory 12)
    - recognition of and responses to genocide (from Genocide Studies 12)
- 

**War - The Engine of Change (14 weeks)**

**Authors:** Joseph Adams, Nadine Yassa

---

**Key Concepts** Global interaction

---

**Related Concept(s)** Power, Causality (cause and consequence), Choice, Culture, Globalization

---

**Global Context** Orientation in space and time  
Civilizations and social histories, Heritage, Migration, Displacement and exchange, Turning points and “big history”, Peoples, Boundaries

---

**Statement of Inquiry** We will understand that global conflicts have been powerful forces in shaping our understanding of the contemporary world and identity through an exploration into the two World Wars and their causes.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. use a wide range of terminology in context  
ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**  
i. formulate a clear and focused research question and justify its relevance  
ii. formulate and follow an action plan to investigate a research question  
iii. use research methods to collect and record appropriate, varied and relevant information  
iv. evaluate the research process and results

**C: Communicating**  
i. communicate information and ideas effectively using an appropriate style for the audience and purpose  
ii. structure information and ideas in a way that is appropriate to the specified format  
iii. document sources of information using a recognized convention

**D: Thinking critically**  
i. discuss concepts, issues, models, visual representation and theories

---



- ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Use a variety of media to communicate with a range of audiences

Interpret and use effectively modes of non-verbal communication

Negotiate ideas and knowledge with peers and teachers

Participate in, and contribute to, digital social media networks

Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

ATL skills Write for different purposes

Paraphrase accurately and concisely

Preview and skim texts to build understanding

Take effective notes in class

Make effective summary notes for studying

Use a variety of organizers for academic writing tasks

Organize and depict information logically

Structure information in summaries, essays and reports

**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)

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

Plan strategies and take action to achieve personal and academic goals

Use appropriate strategies for organizing complex information

Select and use technology effectively and productively

---

Content (topics, knowledge, skills)

- government, First Peoples governance, political institutions, and ideologies
  - environmental, political, and economic policies
  - Canadian identities
-

- discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments
  - domestic conflicts and co-operation
  - international conflicts and co-operation
    - social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
    - colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
    - natural resource use and local, regional, national, or global development (adapted from Human Geography 12)
    - methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
    - recognition of and responses to genocide (from Genocide Studies 12)
- 

**How have ideas reflected changes in the past 200 years? (9 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Change

---

**Related Concept(s)** Causality (cause and consequence), Equity, Innovation and revolution

---

**Global Context** Personal and cultural expression  
Philosophies and ways of life, Histories of ideas

---

**Statement of Inquiry** We will investigate the causes and impact of ideological and intellectual movements seeking equitable changes to the realm of power and privilege in the search for more hopeful future.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**C: Communicating**

---

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

Content (topics, knowledge, skills)

- government, First Peoples governance, political institutions, and ideologies
  - environmental, political, and economic policies
  - discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments
  - advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
  - international conflicts and co-operation
    - social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
    - systems of power and governance in global cultures (adapted from Comparative Cultures 12)
    - methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
    - contemporary theories of money and investment (adapted from Economic Theory 12)
- 

**To the Victors, the Spoils? (10 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

Key Concepts Systems

---

Related Concept(s) Causality (cause and consequence), Globalization, Perspective

---

Global Context

Globalization and sustainability

Population and demography, Markets, Commodities and commercialization, Diversity and interconnection, Consumption, Scarcity, Natural resources and public goods

Fairness and development

---

Statement of Inquiry

We will investigate unequal inter-statal relationships such as Empires are created for economic and ideological reasons, developed as complex systems to protect the interest of specific nations over others, and the impact this has on humankind and the environment.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

**Communication**

I. Communication skills

- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback
- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

ATL skills

**Social**

II. Collaboration skills

- Working effectively with others
  - Practise empathy
  - Take responsibility for one's own actions
  - Build consensus
  - Listen actively to other perspectives and ideas
  - Exercise leadership and take on a variety of roles within groups
-

**Self-management**

III. Organization skills

Managing time and tasks effectively

Plan short- and long-term assignments; meet deadlines

Keep and use a weekly planner for assignments

Set goals that are challenging and realistic

Bring necessary equipment and supplies to class

Keep an organized and logical system of information files/notebooks

Use appropriate strategies for organizing complex information

Select and use technology effectively and productively

IV. Affective skills

Managing state of mind

Mindfulness

Practise focus and concentration

Practise strategies to overcome distractions

Emotional management

Resilience

Practise “bouncing back” after adversity, mistakes and failures

Practise “failing well”

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

Develop new skills, techniques and strategies for effective learning

Identify strengths and weaknesses of personal learning strategies (self-assessment)

Consider content

What did I learn about today?

What don't I yet understand?

What questions do I have now?

Consider ATL skills development

What can I already do?

What will I work on next?

Consider ethical, cultural and environmental implications

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Use memory techniques to develop long-term memory

Present information in a variety of formats and platforms

Collect and analyse data to identify solutions and make informed decisions

Process data and report results

Understand and implement intellectual property rights

Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

Identify primary and secondary sources

VII. Media literacy skills

Interacting with media to use and create ideas and information

---

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Compare, contrast and draw connections among (multi)media resources

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Recognise unstated assumptions and bias

Interpret data

Evaluate evidence and arguments

Recognise and evaluate propositions

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

Revise understanding based on new information and evidence

Consider ideas from multiple perspectives

Identify obstacles and challenges

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Create novel solutions to authentic problems

Make unexpected or unusual connections between objects and/or ideas

Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

Practise visible thinking strategies and techniques

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Utilize effective learning strategies in subject groups and disciplines

Apply skills and knowledge in unfamiliar situations

Inquire in different contexts to gain a different perspective

Change the context of an inquiry to gain different perspectives

---

Content (topics, knowledge, skills)

- government, First Peoples governance, political institutions, and ideologies
  - environmental, political, and economic policies
  - Canadian autonomy
  - Canadian identities
  - discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments
  - advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
  - domestic conflicts and co-operation
  - international conflicts and co-operation
    - social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World)
-

History 12)

- colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
  - systems of power and governance in global cultures (adapted from Comparative Cultures 12)
- 

**The Rise of the Rule of Law (10 weeks)**

**Authors:** Joseph Adams, Nadine Yassa

---

**Key Concepts** Systems

---

**Related Concept(s)** Equity, Globalization, Identity

---

Fairness and development

**Global Context**

Power and privilege, Imagining a hopeful future, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict management, Authority, Security and freedom, Ecology and disparate impact

---

**Statement of Inquiry**

We will understand that the development of systems providing international structures for democratic order and authority in a global community seeking to imagine a hopeful future of peace and equality, demands an ever greater engagement in civic responsibility and conflict management, through an investigation into the impact of the supremacy National and International Law, both in Canada and the world beyond.

---

**A: Knowing and understanding**

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

**MYP subject group objective(s)**

**C: Communicating**

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
-

iv. interpret different perspectives and their implications

---

Content (topics, knowledge, skills)

- social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
  - colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
  - current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
  - systems of power and governance in global cultures (adapted from Comparative Cultures 12)
  - rights of individuals in Canada (adapted from Law Studies 12)
  - methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
  - contemporary theories of money and investment (adapted from Economic Theory 12)
  - recognition of and responses to genocide (from Genocide Studies 12)
- 

**Current affairs in context (36 weeks)**

**Authors:** Nadine Yassa, Joseph Adams

---

**Key Concepts** Global interaction

---

**Related Concept(s)** Culture, Equity, Globalization, Identity, Perspective, Power, Causality (cause and consequence), Sustainability

---

Fairness and development

**Global Context**

Power and privilege, Imagining a hopeful future, Human capability and development, Social entrepreneurs, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict management, Authority, Security and freedom, Ecology and disparate impact

---

**Statement of Inquiry**

We will investigate over the year, through an investigation into current news stories and events, the connections between individuals and communities, regarding the consequences of human choices and how historical, philosophical, economic and geographical factors play into those ongoing narratives.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**

i. use a wide range of terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

**B: Investigating**

iii. use research methods to collect and record appropriate, varied and relevant information

iv. evaluate the research process and results

**C: Communicating**

---



- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

**D: Thinking critically**

- i. discuss concepts, issues, models, visual representation and theories
  - ii. synthesize information to make valid, well supported arguments
  - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
  - iv. interpret different perspectives and their implications
- 

Content (topics, knowledge, skills)

- government, First Peoples governance, political institutions, and ideologies
  - environmental, political, and economic policies
  - Canadian autonomy
  - Canadian identities
  - discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments
  - advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
  - domestic conflicts and co-operation
  - international conflicts and co-operation
    - social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
    - colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
    - current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
    - natural resource use and local, regional, national, or global development (adapted from Human Geography 12)
    - economic development in Asia (adapted from Asian Studies 12 – 1850-present)
    - systems of power and governance in global cultures (adapted from Comparative Cultures 12)
    - diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12)
    - rights of individuals in Canada (adapted from Law Studies 12)
    - representations of natural and human-made phenomena (adapted from Physical Geography 12)
    - methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
    - contemporary theories of money and investment (adapted from Economic Theory 12)
    - recognition of and responses to genocide (from Genocide Studies 12)
    - global issues in urbanization (adapted from Urban Studies 12)
-

# Visual Arts (MYP 5)

## Unit Title

---

### **A Sense of Identity (7 weeks)**

**Authors:** Martha George, Nadine Yassa

---

**Key Concepts** Communication

---

**Related Concept(s)** Expression, Representation

---

**Global Context** Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Self portraits using visual metaphors and symbols to represent who you are.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  
ii. demonstrate an understanding of the role of the art form in original or displaced contexts

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**  
ii. demonstrate a range and depth of creative-thinking behaviours

**D: Responding**  
iii. critique the artwork of self and others

---

**ATL skills**

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use a variety of media to communicate with a range of audiences  
Interpret and use effectively modes of non-verbal communication

---

**Content (topics, knowledge, skills)**

- elements of visual art
- principles of design
- image development strategies
- creative processes
- use of symbols and metaphors to represent ideas and perspectives
- influence of visual culture on self-perception and identity

---

- elements of visual art
  - principles of design
  - image development strategies
  - symbols and metaphors
  - influences of visual culture in social and other media
- 

**Figure it Out (7 weeks)**

**Authors:** Nadine Yassa, Martha George

---

**Key Concepts** Aesthetics

---

**Related Concept(s)** Representation, Interpretation

---

**Global Context** Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Observational drawing develops a deeper consciousness and new awareness of perception and understanding of what we draw.

---

**MYP subject group objective(s)**

**A: Knowing and understanding**  
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied

**C: Thinking creatively**  
ii. demonstrate a range and depth of creative-thinking behaviours

**D: Responding**  
i. construct meaning and transfer learning to new settings

---

**ATL skills**

Description

**Thinking**  
VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems  
Consider ideas from multiple perspectives  
Identify obstacles and challenges

IX. Creative thinking skills  
Generating novel ideas and considering new perspectives

---

Unit Title

---

Apply existing knowledge to generate new ideas, products or processes  
Create original works and ideas; use existing works and ideas in new ways  
X. Transfer skills  
Utilizing skills and knowledge in multiple contexts  
Inquire in different contexts to gain a different perspective  
Combine knowledge, understanding and skills to create products or solutions

---

Content (topics, knowledge, skills)

- elements of visual art
  - principles of design
  - materials, techniques, and technologies
- 

**One, Two or Three Point Perspective  
(8 weeks)**

**Authors:** Martha George, Nadine Yassa

---

Key Concepts Aesthetics

---

Related Concept(s) Innovation, Representation

---

Global Context  
Scientific and technical innovation  
Methods, Products, Processes and solutions, Adaptation

---

Statement of Inquiry Perspective is the position from which we observe situations, objects, facts, ideas and opinions.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

**C: Thinking creatively**

- ii. demonstrate a range and depth of creative-thinking behaviours
  - iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization
- 

ATL skills

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others

**Thinking**

IX. Creative thinking skills

---

## Unit Title

---

Generating novel ideas and considering new perspectives  
Apply existing knowledge to generate new ideas, products or processes  
Practise visible thinking strategies and techniques

---

### Content (topics, knowledge, skills)

- elements of visual art
  - principles of design
  - role of the artist and audience
    - elements of visual art
    - principles of design
    - materials, technologies, and processes
      - elements of visual art
      - principles of design
      - creative processes
      - roles of artist and audience
- 

## Surrealism and the Unconscious Mind (7 weeks)

**Authors:** Nadine Yassa, Martha George

---

**Key Concepts** Identity

---

**Related Concept(s)** Representation, Composition

---

**Global Context** Personal and cultural expression  
Artistry, Craft, Creation, Beauty

---

**Statement of Inquiry** Dreams and nightmares inspire vivid, imaginative thoughts, creative activities and provocative representations.

---

### MYP subject group objective(s)

**A: Knowing and understanding**

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

**B: Developing skills**

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied

**C: Thinking creatively**

- ii. demonstrate a range and depth of creative-thinking behaviours

**D: Responding**

- i. construct meaning and transfer learning to new settings
-

- ii. create an artistic response which intends to reflect or impact on the world around them
  - iii. critique the artwork of self and others
- 

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

ATL skills Make connections between various sources of information

Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information

Collect and analyse data to identify solutions and make informed decisions

**Thinking**

---

Content (topics, knowledge, skills)

- elements of visual art
  - principles of design
  - image development strategies
  - creative processes
  - use of symbols and metaphors to represent ideas and perspectives
- elements of visual art
  - principles of design
  - image development strategies
  - symbols and metaphors
  - influences of visual culture in social and other media
- 

**Art & Recycling (6 weeks)**

**Authors:** Martha George, Nadine Yassa

---

Key Concepts Time, place and space

---

Related Concept(s) Innovation, Visual culture

---

Global Context  
Globalization and sustainability  
Human impact on the environment, Consumption, Conservation, Scarcity

---

Statement of Inquiry We can innovate our artworks by questioning time, place, space and by using unusual materials.

---

MYP subject group objective(s)  
**B: Developing skills**  
i. demonstrate the acquisition and development of the skills and techniques of the art form studied  
**C: Thinking creatively**  
ii. demonstrate a range and depth of creative-thinking behaviours

---

## Unit Title

---

### **D: Responding**

- i. construct meaning and transfer learning to new settings
  - ii. create an artistic response which intends to reflect or impact on the world around them
- 

### **Self-management**

V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

ATL skills

Develop new skills, techniques and strategies for effective learning

Identify strengths and weaknesses of personal learning strategies (self-assessment)

Consider personal learning strategies

### **Research**

---

Content (topics, knowledge, skills)

- materials, techniques, and technologies
  - traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts
  - role of visual art in social justice issues
    - materials, techniques, and technologies for visual art
    - traditional and contemporary First Peoples worldviews, stories, and history, as expressed through visual arts
- 

## Physical and health education (MYP 5)

### Unit Title

---

#### **Turbo touch (4 weeks)**

**Authors:** Amy Heffring, Travis Visscher

---

Key Concepts

Relationships  
Systems

---

Related Concept(s)

Adaptation, Choice, Movement

---

Global Context

Globalization and sustainability

---

Statement of Inquiry

By transferring and adapting individual skills and team strategies from other invasion sports you will be able to outplay your opponent.

---

MYP subject group objective(s)

### **A: Knowing and understanding**

i. explain physical and health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding

---

Description

**Learning Experiences:**

**Other:**

Transfer - Make connections between different invasion sports

**Communication**

I. Communication skills

ATL skills Exchanging thoughts, messages and information effectively through interaction  
Negotiate ideas and knowledge with peers and teachers

**Self-management**

III. Organization skills

Managing time and tasks effectively

Plan strategies and take action to achieve personal and academic goals

**Research**

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills

Custom ATL skills

Other

---

Content (topics, knowledge, skills)

- proper technique for movement skills
- movement concepts and strategies

---

**Health & Fitness for Life (6 weeks)**

**Authors:** Travis Visscher

---

Key Concepts Relationships

---

Related Concept(s) Interaction, Perspectives, Energy

---

Global Context Fairness and development  
Other

---

Statement of Inquiry Positive relationships help promote healthy lifestyle choices

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. explain physical and health education factual, procedural and conceptual knowledge  
ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations  
iii. apply physical and health terminology effectively to communicate understanding

---



**B: Planning for performance**

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health

**C: Applying and performing**

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively

**D: Reflecting and improving performance**

- i. explain and demonstrate strategies to enhance interpersonal skills
  - ii. analyse and evaluate the effectiveness of a plan based on the outcome
  - iii. analyse and evaluate performance
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

ATL skills

**Self-management**

IV. Affective skills

Managing state of mind

Emotional management

Practise strategies to overcome impulsiveness and anger

Practise strategies to prevent and eliminate bullying

Practise strategies to reduce stress and anxiety

---

**Badminton (5 weeks)**

**Authors:** Amy Heffring, Travis Visscher

---

**Key Concepts** Communication

---

**Related Concept(s)** Balance, Movement

---

**Global Context** Identities and relationships

---

**Statement of Inquiry** Winning games requires cooperation and communication, along with good movement, balance, tactical understanding and the right shot selection.

---

**MYP subject group objective(s)** **A: Knowing and understanding**  
i. explain physical and health education factual, procedural and conceptual knowledge  
iii. apply physical and health terminology effectively to communicate understanding

---

**B: Planning for performance**

i. develop goals to enhance performance

**C: Applying and performing**

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts effectively

iii. analyse and apply information to perform effectively

**D: Reflecting and improving performance**

iii. analyse and evaluate performance

---

Description

**Learning Experiences:**

**Communication:**

Interactions - always looking and listening for verbal calls and noting nonverbal cues to help develop tactical strategies offensively and defensively.

ATL skills **Self-management:**

Maintaining a positive attitude to assist in focus, teamwork, and perseverance in challenging games.

**Thinking:**

Watching and understanding tactics learning to recognize each player's ability

**Communication**

**Self-management**

**Thinking**

---

Content (topics, knowledge, skills)

**Badminton:**

History of the sport, types of competitions and possibly identify Canadians that have excelled in the sport.

**Foundational skills of Badminton**

**Grip:** Forehand grip and stance

**Service types:** High service, short service

**Forehand lift and clear:** Defensive skill to lift shuttle. Strokes like high lift and overhead clear.

**Backhand lift and clear:** Defensive skill to clear shuttle-like flat push.

---

## Unit Title

---

Remaining skills and their purpose

**Drives -**

**Smashes**

**Drops**

**Half smash**

**Net drops**

**Taps**

**Flat returns**

Game practice in class and in afternoon Co-curricular clubs block

---

### **First Aid and Life Saving (4 weeks)**

**Authors:** Amy Heffring, Travis Visscher

Description

**Communication**

I. Communication skills

**ATL skills** Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Reading, writing and using language to gather and communicate information

Make inferences and draw conclusions

**Self-management**

Safety

**Content (topics, knowledge, skills)**

- injury prevention and management

---

## Sciences (MYP 5)

### Unit Title

---

#### **DNA: The Code of Life (9 weeks)**

**Authors:** Regina Montag, Amy Heffring,

---

Unit Title

---

Ashlee Booker

---

Key Concepts Relationships

---

Related Concept(s) Interaction, Consequences

---

Global Context Scientific and technical innovation  
Risk, Principles and discoveries, Opportunity

---

Statement of Inquiry Opportunity and risk are consequences of understanding interactions and relationships.  
DNA is the basis for the diversity of living things.

---

MYP subject group objective(s) **A: Knowing and understanding**  
i. explain scientific knowledge  
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  
iii. analyse and evaluate information to make scientifically supported judgments  
**C: Processing and evaluating**  
i. present collected and transformed data  
**D: Reflecting on the impacts of science**  
i. explain the ways in which science is applied and used to address a specific problem or issue  
ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue  
iii. apply scientific language effectively  
iv. document the work of others and sources of information used

---

Description

In order for students to discuss and evaluate the various implications of using science and its application to solve a specific problem (Objective Dii), students must use appropriate forms of writing for different purposes and audience.

ATL skills In order for students to document the work of others and sources of information used (Objective Div), students must create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use a variety of speaking techniques to communicate with a variety of audiences

**Research**

VI. Information literacy skills

---

## Unit Title

---

Finding, interpreting, judging and creating information  
Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

---

### Content (topics, knowledge, skills)

- DNA structure and function
  - patterns of inheritance
  - mechanisms for the diversity of life:
    - mutation and its impact on evolution
    - natural selection and artificial selection
  - applied genetics and ethical considerations
  - local and global impacts of energy transformations from technologies
- 

### Transformation of energy (10 weeks)

**Authors:** Regina Montag, Amy Heffring,  
Ashlee Booker

---

**Key Concepts** Change

---

**Related Concept(s)** Energy, Transformation

---

**Global Context** Scientific and technical innovation  
Opportunity, Risk

---

**Statement of Inquiry** Energy transformations are changes that present opportunity and risk.

---

### MYP subject group objective(s)

#### **A: Knowing and understanding**

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments

#### **B: Inquiring and designing**

- explain a problem or question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables, and explain how data will be collected
- design scientific investigations

#### **C: Processing and evaluating**

- present collected and transformed data
  - interpret data and explain results using scientific reasoning
  - evaluate the validity of a hypothesis based on the outcome of the scientific investigation
  - evaluate the validity of the method
-

v. explain improvements or extensions to the method

**D: Reflecting on the impacts of science**

i. explain the ways in which science is applied and used to address a specific problem or issue

ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used

---

Description

In order for students to inquire, design, process and evaluate, students must use critical thinking skills.

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Practise observing carefully in order to recognise problems

Gather and organize relevant information to formulate an argument

Interpret data

Evaluate evidence and arguments

Draw reasonable conclusions and generalizations

---

• law of conservation of energy

• potential and kinetic energy

• transformation of energy

• local and global impacts of energy transformations from technologies

---

Content (topics, knowledge, skills)

**Formation of the universe and astronomical data (7 weeks)**

**Authors:** Amy Heffring, Ashlee Booker

---

Key Concepts Systems

---

Related Concept(s) Evidence, Transformation

---

Global Context

Identities and relationships

Identity formation

---

Statement of Inquiry Identity forms from observing evidence of transformations in systems.

---

MYP subject group objective(s) **A: Knowing and understanding**

---

- i. explain scientific knowledge
  - iii. analyse and evaluate information to make scientifically supported judgments
  - C: Processing and evaluating**
  - i. present collected and transformed data
  - ii. interpret data and explain results using scientific reasoning
  - iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
  - iv. evaluate the validity of the method
  - v. explain improvements or extensions to the method
  - D: Reflecting on the impacts of science**
  - i. explain the ways in which science is applied and used to address a specific problem or issue
  - ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

In order for students to explain the ways in which science is applied and used to address a specific problem or issue, students must read a variety of sources for information critically and for comprehension.

ATL skills

**Communication**

I. Communication skills

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

---

Content (topics, knowledge, skills)

- formation of the universe:
    - big bang theory
    - components of the universe over time
  - astronomical data and collection methods
- 

**Chemistry: Chemical Processes**

(12 weeks)

Authors: Amy Heffring, Ashlee Booker

---

Key Concepts Systems

---

Related Concept(s) Balance, Interaction

---

Global Context

Scientific and technical innovation

Processes and solutions

---

Statement of Inquiry Processes and solutions should maintain balance between interacting systems.

---

MYP subject group objective(s)

**A: Knowing and understanding**

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments

**B: Inquiring and designing**

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method

**D: Reflecting on the impacts of science**

- i. explain the ways in which science is applied and used to address a specific problem or issue
  - ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used
- 

Description

In order for students to design, inquire, process and evaluate chemical changes students must use critical thinking skills.

**Social**

II. Collaboration skills  
Working effectively with others  
Help others to succeed  
Encourage others to contribute

**Self-management**

ATL skills V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Practise observing carefully in order to recognise problems  
Gather and organize relevant information to formulate an argument  
Interpret data  
Evaluate evidence and arguments  
Draw reasonable conclusions and generalizations

---



Unit Title

---

Evaluate and manage risk

---

Content (topics, knowledge, skills)

- rearrangement of atoms in chemical reactions
  - acid-base chemistry
  - law of conservation of mass
  - energy change during chemical reactions
  - practical applications and implications of chemical processes, including First Peoples knowledge
- 

## English (MYP 5)

Unit Title

---

**Assessment and Planning (2 weeks)**

**Authors:** Jeff Trapp

---

Key Concepts Communication

---

Related Concept(s) Phase 5 - Audience

---

Global Context

Personal and cultural expression  
Critical literacy, Practice and competency

---

Statement of Inquiry By understanding where you are, you can plan effectively for where you want to go.

---

MYP subject group objective(s)

Phase  
**A Listening**  
**C Speaking**  
**D Writing**

---

ATL skills

**Self-management**  
III. Organization skills  
Managing time and tasks effectively  
Plan short- and long-term assignments; meet deadlines  
Keep and use a weekly planner for assignments  
Set goals that are challenging and realistic

---

Content (topics, knowledge, skills)

History of language learning

---

Unit Title

---

Hobbies, novel choices, favorite genres

---

**Connecting language (6 weeks)**

**Authors:** Jeff Trapp

---

**Key Concepts** Aesthetics  
Connections  
Development

---

**Related Concept(s)** *Phase 5 - Audience, Empathy, Voice*

---

**Global Context** Personal and cultural expression  
Artistry, Languages and linguistic systems

---

**Statement of Inquiry** Understanding how language is connected gives confidence and deeper levels of communication.

---

**MYP subject group objective(s)**

*Phase 5*

**A: Comprehending spoken and visual text**  
i. analyse and draw conclusions from information, main ideas and supporting details

**B: Comprehending written and visual text**  
i. analyse and draw conclusions from information, main ideas and supporting details  
iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

**C: Communicating in response to spoken and/or written and/or visual text**  
i. respond appropriately to spoken and/or written and/or visual text  
ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance  
iii. express ideas, opinions and feelings, and communicate information in a wide range of situations

**D: Using language in spoken and/or written form**  
iii. use language to suit the context

---

**ATL skills** Description  
**Communication**  
I. Communication skills  
Reading, writing and using language to gather and communicate information  
Make inferences and draw conclusions  
Take effective notes in class

---

**Academic language and jargon  
(6 weeks)**

---

Unit Title

---

**Authors:** Jeff Trapp

---

**Key Concepts** Logic  
Systems

---

**Related Concept(s)** Phase 5 - Stylistic choices, Context

---

**Statement of Inquiry** Academic language uses logic and systems to create a common system of communication for scientists.

---

Description  
**ATL skills** **Social Research**  
VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Collect and analyse data to identify solutions and make informed decisions

---

**Content (topics, knowledge, skills)** Science vocabulary, question-posing, passive voice.

---

**Writing to the point (8 weeks)**

**Authors:** Jeff Trapp

---

**Key Concepts** Form  
Logic

---

**Related Concept(s)** Phase 5 - Audience, Purpose

---

**Global Context** Personal and cultural expression  
Languages and linguistic systems

---

**Statement of Inquiry** In order to answer well, one must truly understand the question.

---

Description  
**ATL skills** **Self-management**  
III. Organization skills  
Managing time and tasks effectively

---

Plan short- and long-term assignments; meet deadlines  
Set goals that are challenging and realistic  
Keep an organized and logical system of information files/notebooks  
Use appropriate strategies for organizing complex information  
IV. Affective skills  
Managing state of mind  
Mindfulness  
Practise focus and concentration  
Perseverance  
Demonstrate persistence and perseverance  
Self-motivation  
Practise managing self-talk  
Practise positive thinking  
Resilience  
Practise “bouncing back” after adversity, mistakes and failures  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Develop new skills, techniques and strategies for effective learning  
Consider ATL skills development  
What can I already do?  
What will I work on next?  
**Subject specific skills, knowledge and understandings**  
XI. Subject specific skills  
Custom ATL skills  
Other

---

**Building on a good foundation (6 weeks)**

**Authors:** Jeff Trapp

---

**Key Concepts** Development

---

**Related Concept(s)** Phase 5 - Context, Purpose

---

**Global Context** Personal and cultural expression  
Critical literacy, Languages and linguistic systems

---

**Statement of Inquiry** Students can develop their language skills independently when they are knowledgeable about the learning context and clear in their purpose of needing English.

---

**MYP subject group objective(s)** Phase 5  
**A: Comprehending spoken and visual text**

---

## Unit Title

---

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse conventions
- iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

### **B: Comprehending written and visual text**

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

### *Phase 6*

### **A: Comprehending spoken and visual text**

- i. evaluate and draw conclusions from information, main ideas and supporting details
- ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
- iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

### **B: Comprehending written and visual text**

- i. evaluate and draw conclusions from information, main ideas and supporting details
  - ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
  - iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective
- 

## French (MYP 5)

### Unit Title

---

#### **Unit 1 - What does speaking French mean ? (8 weeks)**

**Authors:** Laura Wood, Sandrine Leopold, Amy Heffring

---

**Key Concepts** Culture  
Relationships

---

**Related Concept(s)** *Phase 3 - Context, Empathy, Idiom*

---

**Global Context** Orientation in space and time  
Peoples, Boundaries, Exchange and interaction

---

**Statement of Inquiry** The languages spoken in different parts of the world reflect the historical influence of certain countries (the Francophonie). France has, in its history, a lot influenced the world. It creates a common sense of belonging to the same language.

---

MYP subject group objective(s)

*Phase*

**C Speaking**

Capable level (phase 3 and 4)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively

**D Writing**

Capable level (phase 3 and 4)

- i. use a wide range of vocabulary
  - ii. use a wide range of grammatical structures generally accurately
  - iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
  - iv. communicate all the required information with a clear sense of audience and purpose to suit the context
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Use intercultural understanding to interpret communication

ATL skills Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

**Research**

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

---

Content (topics, knowledge, skills)

- commonly used vocabulary and sentence structures for communication in past, present, and future time frames:
    - various types of questions
    - opinions about familiar topics
  - idiomatic expressions from across la francophonie
- 

**Unit 2 - How to help our planet, the Earth? (8 weeks)**

**Authors:** Sandrine Leopold, Amy Heffring

---

Key Concepts Creativity

---

Related Concept(s) Phase 3 - Empathy, Purpose

---

**Global Context** Globalization and sustainability  
Human impact on the environment, Consumption, Conservation, Scarcity, Natural resources and public goods

---

**Statement of Inquiry** Creative and innovative solutions to global environmental problems in order to provide a better life for all living creatures who share planet Earth.

---

**MYP subject group objective(s)**

*Phase 3*  
**B: Comprehending written and visual text**  
i. show understanding of information, main ideas and supporting details, and draw conclusions  
ii. understand basic conventions including aspects of format and style, and author's purpose for writing  
iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions  
**C: Communicating in response to spoken and/or written and/or visual text**  
i. respond appropriately to spoken and/or written and/or visual text  
ii. interact in rehearsed and unrehearsed exchanges  
iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations  
iv. communicate with a sense of audience and purpose

---

Description

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Use a variety of speaking techniques to communicate with a variety of audiences  
Negotiate ideas and knowledge with peers and teachers  
Collaborate with peers and experts using a variety of digital environments and media  
Reading, writing and using language to gather and communicate information  
Make inferences and draw conclusions  
Structure information in summaries, essays and reports

**ATL skills** **Social**  
II. Collaboration skills  
Working effectively with others  
Practise empathy  
Take responsibility for one's own actions

**Self-management**  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Develop new skills, techniques and strategies for effective learning  
Consider ATL skills development  
What can I already do?  
How can I share my skills to help peers who need more practice?  
What will I work on next?

---

Consider ethical, cultural and environmental implications

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Process data and report results

VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Demonstrate awareness of media interpretations of events and ideas (including digital social media)

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Evaluate and manage risk

Formulate factual, topical, conceptual and debatable questions

Consider ideas from multiple perspectives

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Compare conceptual understanding across multiple subject groups and disciplines

Make connections between subject groups and disciplines

---

Content (topics, knowledge, skills)

- commonly used vocabulary and sentence structures for communication in past, present, and future time frames:
  - opinions about familiar topics
- elements of a variety of types of texts

---

**Unit 3 - What is school for? (8 weeks)**

**Authors:** Amy Heffring, Sandrine Leopold

---

Key Concepts Connections

---

Related Concept(s)

*Phase 2 - Purpose, Structure*

*Phase 3 - Purpose, Structure*

---

Global Context Fairness and development

---



Power and privilege, Imagining a hopeful future, Inequality, Difference and inclusion

---

**Statement of Inquiry** School provides structure and purpose in our lives and allows us to develop and give us all different opportunities.

---

**MYP subject group objective(s)**

*Phase*  
**A Listening**  
Emergent level (phase 1 and 2)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections

**C Speaking**  
Emergent level (phase 1 and 2)  
i. use a wide range of vocabulary  
ii. use a wide range of grammatical structures generally accurately  
iii. use clear pronunciation and intonation in comprehensible manner  
iv. communicate all the required information clearly and effectively

---

**Description**

**Communication**  
I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use intercultural understanding to interpret communication  
Use a variety of speaking techniques to communicate with a variety of audiences  
Use appropriate forms of writing for different purposes and audiences  
Reading, writing and using language to gather and communicate information  
Read critically and for comprehension  
Make inferences and draw conclusions

**ATL skills** Write for different purposes  
Organize and depict information logically

**Social**  
II. Collaboration skills  
Working effectively with others  
Manage and resolve conflict and work collaboratively in teams  
Build consensus

**Self-management**  
V. Reflection skills  
(Re-)considering the process of learning; choosing and using ATL skills  
Consider content  
What did I learn about today?  
What don't I yet understand?

---

What questions do I have now?  
Consider ATL skills development  
What can I already do?  
How can I share my skills to help peers who need more practice?  
What will I work on next?  
Consider personal learning strategies  
What can I do to become a more efficient and effective learner?  
How can I become more flexible in my choice of learning strategies?  
What factors are important for helping me learn well?

**Research**

VI. Information literacy skills  
Finding, interpreting, judging and creating information  
Access information to be informed and inform others

**Thinking**

VIII. Critical thinking skills  
Analysing and evaluating issues and ideas  
Gather and organize relevant information to formulate an argument  
Draw reasonable conclusions and generalizations  
IX. Creative thinking skills  
Generating novel ideas and considering new perspectives  
Use brainstorming and visual diagrams to generate new ideas and inquiries

---

Content (topics, knowledge, skills)

- commonly used vocabulary and sentence structures for communication in past, present, and future time frames:
  - degrees of likes and dislikes
  - opinions about familiar topics
- elements of a variety of types of texts

---

**Unit 4 - What do you like to eat?**  
**(6 weeks)**

**Authors:** Sandrine Leopold

---

Key Concepts Culture

---

Related Concept(s) Phase 2 - Context, Conventions

---

Global Context

Identities and relationships  
Health and well-being, Lifestyle choices

---

Statement of Inquiry A country's culinary practices reflect its geographic context, culture and identity.

---

MYP subject group objective(s)

*Phase*

**A Listening**

Emergent level (phase 1 and 2)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

**B Reading**

Emergent level (phase 1 and 2)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
  - ii. analyse conventions
  - iii. analyse connections
- 

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use a variety of speaking techniques to communicate with a variety of audiences

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Write for different purposes

**Research**

VI. Information literacy skills

Finding, interpreting, judging and creating information

Access information to be informed and inform others

Use memory techniques to develop long-term memory

**Thinking**

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Gather and organize relevant information to formulate an argument

Draw reasonable conclusions and generalizations

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

Apply skills and knowledge in unfamiliar situations

---

Students will:

- Content (topics, knowledge, skills)
- Discover different types of food and national dishes francophones.
  - Explore the dishes we eat and their nutritional value.
-

## Unit Title

---

- Take action by tasting new, varied and unique foods.

Grammar:

- The partitive article
  - The quantity
  - The imperative
- 

## Design (MYP 5)

### Unit Title

---

**Tech Skills Unit - Outlook Emails, Word Processing and Microsoft Office 365  
(8 weeks)**

**Authors:** Nick Yaremchuk

---

**Key Concepts** Communication  
Connections  
Systems

---

**Related Concept(s)** Collaboration

---

**Global Context** Scientific and technical innovation  
Digital life

---

**Statement of Inquiry** Personal and social perspectives are communicated, developed and directed through technology.

---

**MYP subject group objective(s)** **C: Creating the solution**  
i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution  
ii. demonstrate excellent technical skills when making the solution  
iii. follow the plan to create the solution, which functions as intended  
iv. fully justify changes made to the chosen design and plan when making the solution

---

**ATL skills** Description  
**Communication**

---

## Unit Title

---

I. Communication skills  
Exchanging thoughts, messages and information effectively through interaction  
Give and receive meaningful feedback  
Use a variety of speaking techniques to communicate with a variety of audiences  
Use appropriate forms of writing for different purposes and audiences  
Use a variety of media to communicate with a range of audiences  
Interpret and use effectively modes of non-verbal communication  
Negotiate ideas and knowledge with peers and teachers  
Participate in, and contribute to, digital social media networks  
Collaborate with peers and experts using a variety of digital environments and media  
Share ideas with multiple audiences using a variety of digital environments and media

---

### Content (topics, knowledge, skills)

Microsoft 365 is a subscription service that provides users with the basic productivity applications necessary to get work done in the modern enterprise. Productivity applications include, but are not limited to, a word processor, a spreadsheet, an email client, a calendar, and a presentation application. In fact, because of Microsoft 365's cloud-based structure, the suite of productivity applications is constantly being updated and improved.

---

## Communicating with our Community (18 weeks)

**Authors:** Nick Yaremchuk

---

**Key Concepts** Communication  
Communities

---

**Related Concept(s)** Collaboration

---

**Global Context** Identities and relationships  
Affiliation and leadership

---

**Statement of Inquiry** Do humans need to constantly adapt how they communicate the messages they deem important to their community?

---

### MYP subject group objective(s)

**A: Inquiring and analysing**  
iii. analyse a range of existing products that inspire a solution to the problem  
**B: Developing ideas**  
iii. present the chosen design and justify its selection  
**C: Creating the solution**  
iii. follow the plan to create the solution, which functions as intended

---

Description

**Communication**

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Use appropriate forms of writing for different purposes and audiences

Use a variety of media to communicate with a range of audiences

ATL skills Interpret and use effectively modes of non-verbal communication

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Write for different purposes

**Subject specific skills, knowledge and understandings**

XI. Subject specific skills

Custom ATL skills

Other

---

How do we communicate with our community?

Content (topics, knowledge, skills) What platforms do we use?

What are the range of apps in MS Office 365?

---