

## MYP 5 (Grade 10) English

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

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

## MYP Grade 10 Design

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

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

**MYP Grade 10 Individuals & Societies**

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

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

							Students will explore how competition effects global interactions and how it created inequalities between Europeans and their colonized regions.
Money Talks	Systems	Causality (cause and consequence), Perspective	Scientific and technical innovation	Investment is a system of causality and perspective, and involves opportunity, risk and consequences and responsibility.	C, D	<i>Use a variety of media to communicate with a range of audiences</i>  <i>Make connections between various sources of information</i>	Students will learn about market systems, different stocks, how they work and learn about opportunity, risk, consequences and responsibility. They will build their own portfolio and reflect on their trading.
How have ideas reflected change in the last 200 years?	Change	Ideology	Identities and relationships	Intellectual and ideological movements have changed our identities and have impacted relationships between nations.	B, D	<i>Organize and depict information logically</i>  <i>Use models and simulations to explore complex systems and issues</i>	What were some of the key intellectual and ideological movements of the nineteenth and twentieth centuries? How do circumstances impact on ideas? What are the comparisons and contrasts between old and new ideologies? Why do people follow radical

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## MYP Grade 10 Mathematics

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Making long-term decisions	Logic	Change, Systems	Identities and relationship (Lifestyle choices)	Is it possible to predict change, just by looking at the logic of systems?	C & D	<i>Communication</i> Organize and depict information logically  <i>Critical thinking</i>	Personal finance Wage, income, holiday pay Taxes Interest rates Loan and credit loan



						Test generalizations	Budget and accounting Savings and investments
Are events related or unrelated?	Logic	Justification, Measurement	Personal and cultural expression (Analysis and argument)	An individual's understanding of risk and chance is highly dependent on both logic and their personal experience.	A & D	<i>Collaboration skills</i> Make fair and equitable decisions  <i>Affective skills</i> Practise focus and concentration	Calculating probability Theoretical Experimental Organizing outcomes Tree diagram Table Dependent and independent events Contingency tables and venn diagrams $P(A \text{ and } B)$ , $P(A \text{ union } B)$ , $P(A \text{ given } B)$ .
Omskrevne og innskrevne sirkler	Form	Justification, Model	Scientific and technical innovation (System, Model, Methods)	Kunnskap om transformerende former gir oss mulighet til å skape.	B & C	<i>Information literacy skills</i> Understand and use technology systems	Introduksjon til sirkler. Thale's theorem: Korder, diameter, buer, innskrevne vinkler, sentrums vinkler og bue lengde og areal av sektor. Teoremer og sammenhenger i sirkelen: tangenter, tangent stykker og vinkler, sekantvinkelsetning, formlike trekanten, sirkel likninger og likninger for sirkel tangenter

How many forms has a quadratic?	Relationship	Representation	Globalization and sustainability (Scarcity and Natural resources and public goods)	Representing relationships visually and algebraically can allow us to find and optimise 'best case scenarios' and sustainable solutions.	A, B & D	<p><i>Transfer skills</i> Apply skills and knowledge in unfamiliar situations</p> <p><i>Information literacy skills</i> Understand and use technology systems.</p>	<p>What is an quadratic equation?</p> <p>Factorization factoring quadratics with <math>a=1</math> factoring quadratics with <math>a&gt;1</math> Solving quadratics using factoring Quadratic formula Drawing a parabola Real life application - related to sustainability.</p>
Er du klar?	Relationship	System	Scientific and technical innovation (Mathematical puzzles)	Your future relationship with mathematics will be determined by your understanding of both traditional and innovative systems.	A, B, C & D	<p><i>Transfer skills</i> Applying skills and knowledge in unfamiliar situations</p> <p><i>Creative thinking skills</i> Make unexpected or unusual connections between objects and/or ideas.</p> <p><i>Creative thinking skills</i> Apply existing knowledge to</p>	<p>Elevene jobber en uke med hver oppgave. Alt er for å ta i bruk kunnskap de allerede har på en ny måte.</p>

						<p>generate new ideas, products or processes</p> <p><i>Organization skills</i> Select and use technology effectively and productively</p>	
Moving in space	Logic	Space	Personal and cultural expression (Entrepreneurship)	Applying mathematical logic to spatial dimensions can open personal, cultural and social entrepreneurship opportunities.	A, B, C & D	<p><i>Critical thinking skills</i> Identify obstacles and challenges</p> <p><i>Information literacy skills</i> Collect, record and verify data</p> <p><i>Communication skills</i> Understand and use mathematical notation</p>	<p>Theory of vectors Application of vectors and bearings</p> <p>Trigonometry on any triangle: sine rule, cosine rule and area rule.</p>



## MYP Grade 10 Science

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Hormonal and Nervous	Systems	Balance, consequences, interaction	Scientific and technical innovation	The systems in our bodies interact to keep us in balance,	A, D	Information literacy skills - Collect and analyse data to	What is a hormone? What is the nervous system? What is the difference between

				with consequences if the systems fail.		<p>identify solutions and make informed decisions</p> <p>Transfer skills - Apply skills and knowledge in unfamiliar situations</p> <p>Communication - Organize and depict information logically</p>	<p>electrical and chemical signalling in our bodies.</p> <p>How do nerves allow us to react to our surroundings? How are signals transmitted in the brain? How do drugs alter our bodies' control mechanisms?</p>
Quantitative chemistry	Change	Consequences, patterns	Scientific and technical innovation	We can use quantitative patterns to predict changes and consequences in chemical reactions.	A, B, C	<p>Thinking: practise observing carefully in order to recognise problems</p> <p>Interpret data</p> <p>Identify trends and forecast possibilities.</p>	<p>What is a mole?</p> <p>How can we use the concept of moles to make predictions and solve problems in chemistry?</p> <p>How can we follow the progress of a chemical reaction? How can we predict and calculate yield?</p>
Energy and electricity	Change	Consequences, energy, environment	Scientific and technical innovation	Energy changes bring about positive and negative consequences.	B, C	Thinking: Use models and simulations to explore complex	What is energy? What is electricity? How is energy transferred in an electrical circuit? What is resistance?

						systems and issues. Thinking: Identify trends and forecast possibilities	What is Ohm's Law? How can we use Ohm's Law to make predictions about circuits?
Genes	Systems	Patterns, models, function	Identities and relationships	Genes are the system by which life functions.	A, D	Use models and simulations to explore complex systems and and issues  Revise understanding based on new information and evidence.	What is the structure of DNA?  How does DNA code control our cells? How do we inherit characteristics from our parents?  Should we use GM food to solve the world's food crisis? Should designer babies be allowed?



## MYP Grade 10 Physical Education

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Get Involved (Football)	Communication , Connections	Interaction	Fairness and Development	How do I impact my team?	C,D	<p><i>Communication</i> Read a variety of sources for information and for pleasure</p> <p><i>Social</i> Manage and resolve conflict and work collaboratively in teams</p> <p><i>Self Management</i> What can I do to become a more efficient and effective learner?</p>	Students learn the power of feedback and will assist teams to improve their own performance. Students will also take part in a football tournament.

Narrative movement (Hip Hop)	Communication	Adaptation, Environment	Personal and Cultural Expression	Effective Communication requires adapting to the situation	B,C,D	<i>Communication</i> Use a variety of <i>speaking techniques to communicate with a variety of audiences</i>  <i>Social</i> Listen actively to other perspectives and idea <i>Self Management</i> Plan strategies and take action to achieve personal and academic goals	Students choreograph their own hip hop routine, perform it and reflect on the process.
Crossfit (Health and Fitness)	Systems	Energy, Movement, Systems	Identities and Relationships	Understanding body systems helps encourage us to engage in a healthier lifestyle.	A,B,C	<i>Social</i> Self-motivation Practise managing self-talk  <i>Self Management</i> Identify strengths and weaknesses of personal learning strategies (self-assessment)	Students create their own WOD (Workout of the Day) and perform their performance.
Evaluating a Player	Perspective	Interactions, Refinement,	Personal and Cultural Expression	Understanding how to evaluate	B,D	<i>Communication</i>	Students create their own assessment



		Choice		others will aid your performance.		<p><i>Give and receive meaningful feedback</i>  <i>Reading, writing and using language to gather and communicate information</i>  <i>Organize and depict information logically</i></p> <p><i>Social Working effectively with others</i>  <i>Make fair and equitable decisions</i></p> <p><i>Thinking Critical thinking skills</i>  <i>Analysing and evaluating issues and ideas.</i>  <i>Practise observing carefully in order to recognise problems</i></p>	criteria and evaluate a player against the criteria, writing a report with suggested activities to improve weaknesses.
Softball	Change	Adaptation, Refinement	Scientific and Technical Innovation	Refinement of skills impacts	A, C, D	<i>Self-management</i>	Students learn and refine their skills in

				performance		<i>Managing time and tasks effectively</i> <i>Set goals that are challenging and realistic</i>  <i>Thinking</i> <i>Critical thinking skills</i> <i>Creative thinking skills</i> <i>Transfer skills</i>	softball, leading to a reflection on their own performance and team collaboration with a focus on shot selection and how they refined their skills depending on the situation.
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**MYP Grade 10 Performing Arts**

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Winter Concert Unit: Decades of Pop Culture	Identity	Audience Style Boundaries	Personal and Cultural Expression	Pop culture communicates a person or group's identity through style and the consideration of audience impact.	A, B, C, D	Communication:  (Give and receive meaningful feedback)  Reflection:  (Focus on the process of creating by imitating the work of others)	Students will study elements of pop culture from a single decade and create and rehearse a performance for the winter concert.
Slam Poetry: This is My Voice	Communication	Expression Narrative	Identities and Relationships	The process of artistic creation and performance can lead to self-discovery.	A, B, C, D	Reflection Skills: Considering the Learning Process  (Identify strengths and weaknesses in personal learning strategies - self-reflection)	Students will evaluate various examples of slam poetry and write and perform their own.

Physical Theater	Communication	Narrative Expression Innovation	Fairness and Development	Deconstruction of the whole to investigate individual narratives often changes or challenges the original understanding of the narrative.	A, B, C, D	Social: Collaboration  (Delegate and share responsibility for decision-making.  Exercise leadership and take on a variety of roles within groups.)	Students will work in groups to devise a physical theater style performance of a scene or event in Lord of the Flies.
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## MYP Grade 10 Norsk

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Introduksjon	Kommunikasjon	Struktur	Personlig og kulturelt uttrykk	For å kommunisere godt, må vi kjenne til strukturen i språket.	None	Kommunikasjon	Språkkunnskap og grammatikk
Retorikk og taler	Kommunikasjon	Situasjon	Rettferdighet og utvikling	God taleskikk kan bidra til at du overbeviser tilhørerne dine om at det du vil, er best for alle.	AI-V, BI-III CI-III DI-V	<i>Kommunikasjon, Tenkning; kritisk Sosialt; Samarbeid</i>	Retoriske grunnbegrep Retorisk analyse av kjent tale Fremføring av tale Klassedebatter
Forfatterskap studie	Forbindelser	Karakter, tema	Personlig og kulturelt uttrykk	Authors make creative decisions when constructing a novel.	AI-IV, BI, BII, BIII, CI-III, DI-V	<i>Kommunikasjon,</i>	Fordypningsoppgave i selvvalgt norsk forfatterskap
Språk og dialekter	Kommunikasjon	Stil, sammenheng (situasjon)	Identitet og forhold	Dialektene i Norge har høy status sammenlignet med andre land, imidlertid		<i>Kommunikasjon Undersøkelse (Research)</i>	Målmerker, svensk, dansk språk og tekst, nynorsk språk og tekst. Sosiolekter og slang.

				definerer situasjonen også det språklige uttrykket.			
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## MYP Grade 10 Spanish

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
<b>Hogares del mundo</b>	Creativity	Meaning, audience	Identities and relationships	Through language we create messages about our homes which are addressed to a specific audience	A, B, C, D	Communication skills - Give and receive meaningful feedback Organization skills-- Create plans to prepare for summative assessments	<ul style="list-style-type: none"> <li>Describing different types of homes</li> <li>Identifying the different parts of a home</li> <li>Furniture vocabulary</li> <li>Location / position words for people and objects</li> <li>Reading comprehension by context and cognate</li> </ul> <p>Grammatical competencies:</p> <ul style="list-style-type: none"> <li>Identify the difference between 'ser' and 'estar'</li> <li>Identify the difference between 'estar' and 'hay'</li> </ul>

<b>Mi barrio y mi comunidad</b>	Connections	Meaning, purpose	Orientation in space and time	We communicate messages with different purpose about the place we live in and are connected to.	C, D	<p>Communication skills: negotiate ideas with teachers and peers</p> <p>Research skills: digital tools</p>	<ul style="list-style-type: none"> <li>• Describe neighbourhood</li> <li>• Vocabulary related to buildings / natural features</li> <li>• Talk about professions that exist in own community</li> <li>• Characteristics of different communities</li> <li>• Give directions</li> </ul> <p>Grammatical competencies:</p> <ul style="list-style-type: none"> <li>• Adjective / noun and verb agreement</li> <li>• Verbs 'ser', 'hay', 'estar'</li> </ul>
<b>Nos vamos de viaje</b>	Creativity	Context, meaning	Orientation in space and time	The information we create and communicate about travel	A, B, C, D	Communication skills: intercultural understanding	<ul style="list-style-type: none"> <li>• Talking about clothing/desc</li> </ul>



				have a meaning that change depending on the context		Social skills: working in teams. Taking on different roles	ription of clothing <ul style="list-style-type: none"> <li>• Talking about the weather</li> <li>• Talking about activities you can do on holidays</li> <li>• Transport</li> <li>• Going shopping</li> </ul> Grammatical competencies: <ul style="list-style-type: none"> <li>• Adjective / noun agreement</li> <li>• Demonstrati ves</li> <li>• Preterito indefinido</li> <li>• Irregular verbs</li> </ul>

## MYP Grade 10 Mandarin

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

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

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

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