

MYP 2 (Grade 7) English

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

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

MYP Grade 7 Design

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Ancient Greece temples	Systems	Perspective	Orientation in space and time (Civilizations and social histories)	Buildings in the past allow us to reflect on what life was like for older civilizations.	A,B,C,D	<p><i>Self-management</i> Develop new skills, techniques and strategies for effective learning</p> <p><i>Self management</i> Set goals that are challenging and realistic</p> <p><i>Thinking</i> Propose and evaluate a variety of solutions</p>	Using raw materials, students will re-create an Ancient Greece temple, focussed on representing Athena. With this purpose and by looking at the features of a temple, they will gain further understanding of what life was like at the time.
Dream Room	Development	Innovation	Identities and relationships (Lifestyle choices)	Identity can be reflected through the development of innovative and smart design.	A,B,C,D	<p><i>Self-management</i> Develop new skills, techniques and strategies for effective learning</p>	<p>Students will learn how to use Google Sketchup.</p> <p>Using Google Sketchup, students</p>

						<i>Research</i> Collect and analyse data to identify solutions and make informed decisions <i>Research</i> Seek a range of perspectives from multiple and varied sources <i>Thinking</i> Troubleshoot systems and applications	are required to design the dream room for a boy or girl their age.
Made in Space	Systems	Form, Function, Resources	Scientific and technical innovation (Systems, models, methods)	The form of a resource may need to be altered to function more effectively in different environments.	A,B,C,D	<i>Self-management</i> Create plans to prepare for summative assessments <i>Research</i> Understand and use technology systems <i>Thinking</i> Create novel solutions to authentic problems	Using <i>TinkerCad</i> , students are required to create a 3D printable tool that would be useful for astronauts in outer space.

Scratch quiz	Communication	Function, Invention	Identities and relationships (Motivation)	To invent an engaging quiz, clear communication and an understanding of the target audience is vital.	A,B,C,D	<i>Thinking</i> Propose and evaluate a variety of solutions <i>Thinking</i> Identify obstacles and challenges	Using Scratch programming, students are required to create an engaging and interactive quiz for their classmates.
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MYP Grade 7 Individuals & Societies

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Ancient Greece	Time, place and space	Sustainability, Civilization	Orientation in space and time	The legacy of the Ancient Greece civilization lives on.	A, B, C, D	<p><i>Use a variety of media to communicate with a range of audiences</i></p> <p><i>Use appropriate strategies for organizing complex information</i></p> <p><i>Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)</i></p>	Students are required to investigate key subject areas, of which many were influential in the development of systems in the ancient greek environment.
Natural Environments	Systems	Causality (cause and consequence), Choice	Globalization and sustainability	The relationships between living and non-living things in different environments can be viewed as a system, and sustainability	A, D	<p><i>Use a variety of organizers for academic writing tasks</i></p> <p><i>Access information to be informed and inform others</i></p> <p><i>Propose and evaluate a variety of solutions</i></p>	Students will need to research examples of human behaviour, or other factors that impact an environment. They then need to use this information to respond

				measures can help these environments to last into the future.			<p>to the summative assessment question, Is human behaviour the biggest threat to our natural environments?</p> <p>Students will investigate and explore about how human behaviour can help/support our natural environments.</p>
Tourism and Conflict	Global interaction	Culture, Identity, Perspective	Identities and relationships	Understanding cultural identity helps shape our perspective of others.	A, B, C, D	<p><i>Create plans to prepare for summative assessments (examinations and performances)</i></p> <p><i>Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</i></p> <p><i>Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions</i></p>	<p>Students are defining culture and researching why there are different cultures. Then they will be presenting their own culture, using their own presentation method.</p>

World Religions	Systems	Globalization, Resources, Trade	Globalization and sustainability	Global systems rely on the trade of resources.	A, B, C, D	<p><i>Organize and depict information logically</i></p> <p><i>Use appropriate strategies for organizing complex information</i></p> <p><i>Collect and analyse data to identify solutions and make informed decisions</i></p>	Maps, graphs, tables, atlases, photographs, and statistics will be used to represent information. Latitude, longitude, scale grid reference, distance direction and compass bearings. Draw sketch maps, contour lines, OS maps symbols, Interpret and understand information from a wide range of maps.
Rivers and Flooding	Global interaction	Perspective, Concepts, Responsibility	Fairness and development	We are all responsible for fighting poverty .	A, B, C, D	<p><i>Organize and depict information logically</i></p> <p><i>Create plans to prepare for summative assessments (examinations and performances)</i></p> <p><i>Collect, record and verify data</i></p>	That historical tragic events in our past can be connected to times of great poverty and despair. We want our students to retain the knowledge that poverty and suffering is everyone's problem. That we are all affected in one way or the other.

MYP Grade 7 Mathematics

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
The history of integers	Logic	Change, Simplification	Orientation in space and time (Evolution, Constraints and adaptation)	Change and simplification can be used to understand the logic of evolution.	A, C, D	<i>Communication</i> Take effective notes in class <i>Communication</i> Understand and use mathematical notation	Calculation and investigation of integers Mental mathematics History of number systems Ratio and proportions Distance, speed and time
Communicating a message through formulas	Form	Model, Pattern	Scientific and technical innovation (Mathematical puzzles, Principles and discoveries)	Form and patterns are used in everyday life to effectively model a message.	B	<i>Critical thinking</i> Interpret data	Algebraic expressions Sequences Patterns in algebra and geometry

Data - a picture of society	Relationship	Generalization, Representation	Globalization and sustainability (Data-driven decision-making)	A possible representation and generalization of the world can be presented by using a logical mathematical approach to highlight patterns, trends, relationships and changes in society.	A, B, C, D	<i>Information literacy</i> Collect, record and verify data <i>Information literacy</i> Access information to be informed and inform others <i>Media literacy</i> Seek a range of perspectives from multiple and varied sources	Statistical landmarks Data collection and surveys Read and understand graphs Present statistics and findings in tables and graphs, and evaluate/discuss findings
Balanced	Logic	Quantity, System	Orientation in space and time (Constraints and adaptation)	System of equations will always balance, which can be used to find an unknown quantity.	A, B	<i>Communication</i> Organize and depict information logically	Equations and coordinate systems
Build a zoo	Form	Measurement, Space	Orientation in space and time (Scale)	The form of actual shapes can be measured into scale models.	A, C, D	<i>Information literacy</i> Make connections between various sources of information <i>Creative thinking</i> Apply existing knowledge to generate new ideas, products or processes	Circle investigation Triangle investigation Volume investigation Measurements and conversion

What are the odds?	Logic	Justification, Model	Fairness and development (Imagining a hopeful future)	Logic allows us to calculate probabilities and evaluate statistics to help make informed decisions in our daily life.	A, B, C, D	<i>Collaboration</i> Listen actively to other perspectives and ideas Encourage others to contribute <i>Communication</i> Make inferences and draw conclusions	Language of probability Calculation of probability Theoretical vs. experimental probability
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MYP Grade 7 Science

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Atoms, elements and compounds	Systems	Models, Patterns	Scientific and technological innovation	Systems like the periodic table allow us to understand and model chemical patterns.	A, D	Research skills: Access information to be informed and inform others, Collect and analyse data to identify solutions and make informed decisions Thinking: interpret data, draw reasonable conclusions and generalisations.	What is an atom? What is an element? What is the periodic table? Why is the periodic table organised the way it is? How do atoms combine to form compounds? What is the difference between a chemical and physical change?
Our Place in Space (for the academic year 2019-2020 this unit will be replaced by grade 6's "Faster and Faster" forces unit)	Systems	Evidence, movement, models	Orientation in Space and Time	We use evidence and models to help us understand the solar system and the universe	B, C	Critical thinking skills Formulate factual, topical, conceptual and debatable questions, Use models and simulations to explore complex systems and issues Identify trends and forecast possibilities	How big is space? What is gravity? What is the scale of the solar system? What are black holes? What are stars? How do we know about the universe?

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

Electricity	Systems	Energy, function, models	Scientific and technical innovation	Models can help us to understand how complex scientific systems function	B, C	Thinking: Use models and simulations to explore complex systems and issues. Thinking: Identify trends and forecast possibilities	What is electricity? What is a conductor? How can we use diagrams to represent circuits? How do we construct an electrical circuit? How can we use models to explain the behaviour of electricity in a circuit? Can electricity be used up? What is the difference between electricity and energy?
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MYP Grade 7 Physical Education

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

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

How much do you want it? (Athletics)	Development	Choice, Refinement	Identities and Relationships	Though a detailed plan we can maximise the ability to develop our skills and technique.	B,C	<p><i>Self Management</i></p> <p><i>Set goals that are challenging and realistic</i></p> <p><i>Practise focus and concentration</i></p> <p><i>Develop new skills, techniques and strategies for effective learning</i></p>	Students create their own training regime in preparation for the upcoming Athletics carnival,
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MYP Grades 7 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.
Single Actor Performance/ Monologues	Communication	Role Representation	Personal and Cultural Expression	The role of a single actor can communicate power messages to an audience.	A, B, C, D	Affective Skills: Managing State of Mind (Practice focus and concentration.) Reflection Skills: (What will I work on next?)	Students will analyze various examples of single actor performances before selecting or writing their own to perform.

Greek Theater	Communication	Structure	Orientation in Space and Time	In many cultures, how something is communicated can be more important than what is communicated.	A, B, C, D	<p>Research: Information literacy skills:</p> <p>(Access information to be informed and inform others.</p> <p>Critically analyse various text forms for underlying meaning.)</p> <p>Self-management: Reflection skills:</p> <p>(Identify strengths and weaknesses.</p> <p>Use regular journaling to keep a record of reflections.)</p>	Students will research the history of Greek theatre including the purpose of a chorus and various vocal techniques and movements, create a mask, and then write and perform a choral narrative.
Mime/Silent Theater	Communication	Role	Personal and Cultural Expression	Character can be clearly expressed without the need for verbal communication.	A, B, C, D	<p>Communication: Communication skills:</p> <p>(Interpret non-verbal communication techniques and use them purposefully.</p>	Students will explore the features of mime and will develop their own storyboard ideas for a silent movie/performance.

						<p>Give and receive appropriate feedback.)</p> <p>Research: Information literacy skills:</p> <p>(Access information to be informed and inform others.)</p> <p>Research: Media literacy skills:</p> <p>(Use a variety of technologies and media platforms to source information, including social media and online networks.)</p>	
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MYP Grade 7 Mandarin

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

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

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

Unit title	Key concept	Related concepts	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Det var en gang	Creativity	Character, genres	Personal and cultural expression	Fairy tales provide an insight into a culture.	B (i.) C (i. ii.) D (i. iii.)	Communication Use appropriate forms of writing for different purposes and audiences Social Help others to succeed Listen actively to other perspectives and ideas Self-management Plan short- and long-term assignments; meet deadlines Create plans to prepare for summative assessments (examinations and performances)	Modernising fairy tales, turning a fairy tale into a play, draft of a fairy tale (formative assessment) and final version of a fairy tale (summative assessment).
Dumme, dumme hjarte	Relationships	Character, point of view	Identities and relationships	Gjennom ulike synsvinkler skapes relasjoner til fiktive personer, som kan påvirke vår egen identitet.	A (i. iii.) B (i. ii. iii.) C (ii. iii.) D (i. ii. iii. iv. v.)	Communication Use intercultural understanding to interpret communication Social Practise empathy Listen actively to other perspectives and ideas	Introduction to nynorsk. Argumentative writing. Debate. Two formative assessments (what will happen next? and arguments for in-class debate), and two summative assessments (argumentative text about same-sex relationships and one-pager plus presentation).

Dikt	Culture	Genres, self-expression, style	Personal and cultural expression	Poesi uttrykker personlighet og kultur.	A (i. ii. iii. iv.) B (i. ii. iii.) C (i. ii. iii.) D (i. ii. iii. iv. v.)	Communication Make inferences and draw conclusions Social Encourage others to contribute Thinking Generate metaphors and analogies	Analysing poems, literary devices, Sami poems in relation to their culture, Norwegian poems in relation to Norwegian culture. Two summative assessments (analysing a poem, and creating a poem that represents their identity and culture, plus a presentation to the class).
Intervju	Communication	Audience imperatives, structure	Identities and relationships	For å kommunisere effektivt med rollemodeller må man strukturere intervjuet sitt.	A (ii. iv.) B (ii.) D (v.)	Communication Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Organization Plan short- and long-term assignments; meet deadlines Create plans to prepare for summative assessments (examinations and performances) Select and use technology effectively and productively	What is a role model, who is their role model? Interview types, interview guides, consent forms. Two formative assessments (interview guide and reflective text), and one summative assessment (presentation of their role model, with help from the interview they have done).