**MYP 3 (Grade 8) English**

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

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

**MYP Grade 8 Design**

| Unit title | Key concept | Related concepts | Global context | Statement of Inquiry | Objectives | ATL skills | Content |
|---|---|---|---|---|---|---|---|
| Medieval Castles | Communities | Innovation, Resources | Orientation in space and time (Natural and human landscapes and resources) | Medieval castles reflect how communities lived at the time through their innovative use of natural and human resources. | A,B,C,D | *Communication* Organize and depict information logically<br><br>*Self-management* Create plans to prepare for summative assessments<br><br>*Thinking* Combine knowledge, understanding and skills to create a product | Using raw materials, students are to build a medieval castle for Norman Baron William de Clare (approx time frame 1000-1150).<br><br>Students will need to investigate castles build at the time era given, which will allow them to understand more about life at that time, and how the available resources were used. |
| 3D Eco House | Development | Ergonomics, Sustainability | Globalization and sustainability (Urban planning, strategy and infrastructure) | Innovative architecture and smart home design can assist populations to live sustainably with the environment. | A,B,C,D | *Research* Collect and analyze data to identify solutions and make informed decisions | Using Google sketchup, students are required to create an Eco friendly house for an environment of their choosing. |

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| | | | | | | *Research*<br>Identify primary and secondary sources<br><br>*Thinking*<br>Create original works and ideas; use existing works and ideas in new ways | |
| Lego Robotics - Obstacle course | Communication | Ergonomics, Evaluation | Orientation in space and time (Evolution, constraints and adaptation) | Effective programming of robots needs trial and error, and our communication with robots allows us to learn more about our world. | A,B,C,D | *Social*<br>Manage and resolve conflict and work collaboratively in teams<br><br>*Social*<br>Build consensus<br><br>*Research*<br>Understand and use technology systems<br><br>*Thinking*<br>Propose and evaluate a variety of solutions<br><br>*Thinking*<br>Troubleshoot systems and applications | Students will learn how to build a robot using Lego.<br><br>Students will learn how to use Lego Mindstorms software to program a robot. This will include using a range of sensors, including touch, colour and ultrasonic.<br><br>Students are required to build and program a robot to complete an obstacle course. |

| Game making | Development | Function, Markets and trends | Personal and cultural expression | Software development is a creative process, which can be used to create functional games with market value. | A,B,C,D | *Communication* Use a variety of organizers for academic writing tasks<br><br>*Self-management* Create plans to prepare for summative assessments<br><br>*Research:* Make connections between various sources of information | Using scratch programming, students will be challenged to create their own game. |
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**MYP Grade 8  Individuals & Societies**

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

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| | | | | | | *Gather and organize relevant information to formulate an argument*<br><br>*Develop contrary or opposing arguments* | summative assessment. |
| Water Conflict | Global Interaction | Resources, Management, Scarcity | Fairness and development | Careful management is needed to maintain relationships and avoid conflict, when sharing finite resources. | A, B, C, D | *Structure information in summaries, essays and reports*<br><br>*Use appropriate strategies for organizing complex information*<br><br>*Evaluate and select information sources and digital tools based on their appropriateness to specific tasks* | Students will understand what water related conflicts exist between countries in our world today<br><br>Students will understand the causes and consequences (human, environmental and economic) of water related conflicts<br><br>Students will understand when intervention from other countries / parties is needed when conflict arises. |

| China Essay | Perspective | Causality (cause and consequence), Sustainability | Orientation in space and time | According to some, there is a need to control the direction of a society and the direction of how a essay is written to ensure that chaos does not reign free. | A,, D | *Write for different purposes* | Students will analyze the effects of China's one child policy |
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| | | | | | | *Structure information in summaries, essays and reports* | Students will analyze the effects of China's one child policy |
| | | | | | | *Consider ideas from multiple perspectives* | Students will investigate the sustainability of China's development |
| | | | | | | *Develop contrary or opposing arguments* | . |
| | | | | | | *Students will analyze the effects of China's one child policy* | |
| | | | | | | *Students will understand when intervention from other countries / parties is needed when conflict arises.* | |

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

**MYP Grade 8 Mathematics**

| Unit title | Key concept | Related concepts | Global context | Statement of Inquiry | Objectives | ATL skills | Content |
|---|---|---|---|---|---|---|---|
| Algebraic fractions | Form | Representation, Simplification | Scientific and technical innovation (Mathematical puzzles, Principles and discoveries) | Simplifying a form allows us to represent information in a new way | A | *Communication* Use and interpret a range of discipline-specific terms and symbols | Algebra Combining like terms Expressions Multiplying brackets and grouping symbols Algebraic fractions Factorization |
| What does symbols represent? | Relationship | Model, Simplification | Orientation in space and time (Evolution, Constraints and adaptation) | Relationships can be simplified through models and equations. | A, B, D | *Reflection* Develop new skills, techniques and strategies for effective learning *Critical-thinking* Gather and organize relevant information to formulate an argument | Scientific notation Indices laws and surds Equations and inequalities Word problems |

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| Geometry in architecture | Form | Model, Representation | Personal and cultural expression (Entrepreneurship, Creation) | The form of mathematics are a key in the representation and modelling of architecture and design. | C, D | *Information literacy* Access information to be informed and inform others<br><br>*Transfer* Combine knowledge, understanding and skills to create products or solutions | Perimeter Area Surface Area Volume Pythagoras |
| Functions are fabolous | Relationship | Pattern, Representation | Orientation in space and time (Frequency and variability, boundaries) | Relationships are formed through different representations of patterns. | C, D | *Information literacy* Make connections between various sources of information<br><br>*Communication* Negotiate ideas and knowledge with peers and teachers | Formula Coordinate Geometry Equation - Table - Graph Graph - Equation (two forms) Real life application GeoGebra |

| What are the chances? | Relationship | Generalization, Pattern | Fairness and development (Imagining a hopeful future) | Patterns found in relationship can be generalised to help us make predictions for personal gain. | A, B, D | *Critical thinking* Test generalizations and conclusions  *Collaborative* Manage and resolve conflict and work collaboratively in team  *Information literacy* Process data and report results | Probability Outcomes Mutually exclusive and multiple events Independent vs dependent Tree Diagrams Expected value |
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| Construction of angles and shapes | Logic | Equivalence, Justification | Scientific and technical innovation (Methods) | Reason and logic can be used to understand the structure of geometric forms and paths. | A, B, C | *Critical thinking* Propose and evaluate a variety of solutions  *Communication* Give and receive meaningful feedback | Angles and triangles How to construct angles such as 60 and 90 degrees. Construction of triangles and quadrilaterals. |

**MYP Grade 8 Science**

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

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

| Under pressure, twisting and turning | Systems | Function and Interaction | Scientific and Technical innovation | Forces interact to produce a useful function | A, B, C | Critical thinking skills Identify trends and forecast possibilities, Revise understanding based on new information and evidence | What is Hooke's law? What is the relationship between force and distance in a simple lever? What is pressure? What is density? |
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| | | | | | | Communication - organise information logically | How can we alter the relationship between load and distance to increase the force? How can we use air and water pressure in machines? |

**MYP Grade 8 Physical Education**

| Unit title | Key concept | Related concepts | Global context | Statement of Inquiry | Objectives | ATL skills | Content |
|---|---|---|---|---|---|---|---|
| That's not a game i know. Non Traditional Games | Relationships | Interaction, Perspective | Identities and Relationships | Relationships are formed from their interactions with others | A,C,D | *Communication* <br> *Give and receive meaningful feedback* <br><br> *Social* <br> *Manage and resolve conflict and work collaboratively in teams* <br><br> *Self Management* <br> *Identify strengths and weaknesses of personal learning strategies (self-assessment)* <br> *Keep a journal to record reflections* | Students will participate in a variety of non traditional games. They will also reflect on their performances. |

| It's Our Turn (Modified Games) | Change | Adaptation | Fairness and Development | Change is a process of adaptation | B,C,D | *Communication* *Organize and depict information logically* *Social* *Make fair and equitable decisions* *Thinking* *Identify obstacles and challenges* | Students learn about modified games. Students then prepare and plan an activity for an organisation that has adults with special needs. They will then reflect on their performance. |
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| Harm Minimisation | Relationships | Choice Perspective | Identities and Relationships | Lifestyle choices can have an impact on well being | A,B,C | *Research* *Access information to be informed and inform others* *Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)* *Thinking* *Gather and organize relevant information to formulate an argument* | Students create an educational video surrounding the dangers of substance abuse while also taking part in a basketball tournament. |

| Flag Football | Relationships | Interaction | Identities and Relationships | Strong relationships drive team interaction | B,C | *Communication* *Negotiate ideas and knowledge with peers and teachers* *Social* *Listen actively to other perspectives and ideas* *Thinking* *Practise observing carefully in order to recognise problems* | Students create their own flag football plays while taking part in a flag football tournament. |
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| Surviving in the wild | Global Interaction | Choice, Environment | Identities and Relationships | The ability to remain calm in a intense situation, might save a persons life. | C | *Communication* *Interpret and use effectively modes of non-verbal communication* *Thinking* *Apply skills and knowledge in unfamiliar situations* | Students will take part in a variety of survival tasks. |

**MYP Grades 8 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:<br><br>(Give and receive meaningful feedback)<br><br>Reflection:<br><br>(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<br><br>(Practice focus and concentration.)<br><br>Reflection Skills:<br><br>(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 | Research: Information literacy skills:<br><br>(Access information to be informed and inform others.<br><br>Critically analyse various text forms for underlying meaning.)<br>Self-management: Reflection skills:<br><br>(Identify strengths and weaknesses.<br><br>Use regular journaling to keep a record of reflections.) | 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. |
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| Mime/Silent Theater | Communication | Role | Personal and Cultural Expression | Character can be clearly expressed without the need for verbal communication. | A, B, C, D | Communication: Communication skills:<br><br>(Interpret non-verbal communication techniques and use them purposefully.<br><br>Give and receive appropriate feedback.)<br><br>Research: Information literacy skills: | Students will explore the features of mime and will develop their own storyboard ideas for a silent movie/performance. |

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| | | | | | | (Access information to be informed and inform others.)<br><br>Research: Media literacy skills:<br><br>(Use a variety of technologies and media platforms to source information, including social media and online networks.) | |

**MYP Grade 8 Mandarin**

| Unit title | Key concept | Related concepts | Global context | Statement of Inquiry | Objectives | ATL skills | Content |
|---|---|---|---|---|---|---|---|
| Poetry | Creativity | Form, meaning | Personal and cultural expression | Poetry is a form of creative expression that reflects personal and cultural experiences. | D | Communication skills - Use appropriate forms of writing for different purposes and audiences Collaboration skills-- Manage and resolve conflict and work collaboratively in teams | ● Understand and analyze the language of the poems<br>● Learn the structure of the poems<br>● Analyze the author's purpose for writing the poems |
| Shopping and Bargaining | Culture | Patterns, meaning | Personal and cultural expression | The culture of shopping reflects the ways of life for different social and cultural groups. | A, B, C | Communication skills - Give and receive meaningful feedback Organization skills-- Create plans to prepare for summative assessments | ● Measure words<br>● 可以giving permission, describing possibilities<br>● 要expressing wants and desires<br>● How to inquire |

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| | | | | | | (examinations and performances) | <ul><li>about prices</li><li>How to answer questions politely</li><li>Shopping in China</li><li>Bargaining</li><li>Understand the bargaining culture when shopping in China</li><li>Monetary system in Chinese currency</li><li>Cultural and grammatical points</li></ul> |
| Hobbies connect us with other people | Connections | Function, message | Identities and relationships | Playing hobbies is a form of way connecting people and developing social relationships. | B, D | Communication skills - Organize and depict information logically Collaboration skills-- Listen actively to other perspectives and ideas | <ul><li>The words of different sports</li><li>The verbs used for different sports</li><li>The vocabulary about the weather</li><li>The adjectives to describe the weather</li><li>Extend learning on time</li></ul> |

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|---|---|---|---|---|---|---|---|---|
| Transportation | Time, place and space | Function, message | Orientation in space and time | The function of transport expands our vision and natural landscapes. | A，C | Communication skills - Negotiate ideas and knowledge with peers and teachers<br>Collaboration skills-- Give and receive meaningful feedback | ● The words of different transportation<br>● The verbs used for different means of transport<br>● A polite way for asking a question<br>● Direction<br>● Turns<br>● Asking and telling directions<br>● Asking how to get to a location<br>● Cultural and grammatical points |

**MYP Grade 8 Norsk**

| Unit title | Key concept | Related concepts | Global context | Statement of Inquiry | Objectives | ATL skills | Content |
|---|---|---|---|---|---|---|---|
| Introduksjon | Kommunikasjon | Struktur | Personlig og kulturelt uttrykk | For å kommunisere godt, må vi kjenne til strukturen i språket. | None | Kommunikasjon | Språkkunnskap og grammatikk |
| Fortellingenes verden | Kreativitet | Synsvinkel, stil | Personlig og kulturelt uttrykk | Creating a good story involves expressing different point of views through literary components. | B, C, D. | *Sosialt, samarbeid.* | Folkeeventyr, norsk og internasjonal skjønnlitteratur. |
| Arbeidslivet | Kommunikasjon | Sammenheng, stil. | Personlig og kulturelt uttrykk | Structure is a basic part of formal presentations. | A, B, C, D | *Kommunikasjon; Use appropriate forms of writing for different purposes and audiences* <br><br> *Organize and depict information logically* | Formelt brev, CV, søknad, henvendelse til off. person/institusjon, service as action |

| Sammensatte tekster | Kommunikasjon | Hensikt, publikumstilpasning | Personlig og kulturelt uttrykk | Composite texts can be a valuable tool for communication | A, D, | *Thinking; critical thinking skills;* *Gather and organize relevant information to formulate an argument* *Draw reasonable conclusions and generalizations* *Develop contrary or opposing arguments* | Skylappjenta av Iram Haq, folkeeventyr, film og adaptasjon. |
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