

MYP 1 Unit Map										
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content (topic, knowledge, skills)	Summative
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Finding reality in documentaries	Is seeing really believing?	Communication	Audience imperatives, purpose, genre	Personal and cultural expression	Through communication directors create film for audiences to respond in a particular way.	Ai, Ai, Aili, Bi, Ci, Cii	Collaboration skills Listen actively to other perspectives and ideas Analyzing thinking skills Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments	-Documentary filmmaking -Subjective vs objective -Evolution of television media -Infographics -Language used in film and television -Evolution of the English language -Slang, colloquial language -Analogizing transitions -Paragraph structure: topic sentences, expand, evidence, explanation, concluding sentence -Scripting -Storyboarding -Marketing posters -Creating trailers for the documentary filmmaking	Make a documentary
SCIENCES	Scientific questions, inquiry cycle	What do scientists do?	Relationships	Evidence	Identities and relationships	To be a scientist means to gather evidence about similarity and difference in nature to understand how things are related.	B, I, ii, iii, iv, C, i, ii, iii, iv	Creative Thinking (Thinking) Make guesses, ask "what if" questions and generate testable hypotheses Information Literacy (Research) Understand and implement intellectual property rights Reflection (Self-Management) "Reflect upon a scientific investigation to determine sources of error and evaluate their impact."	-Scientific questions -Scientist (profession) -Devise scientific hypotheses -Working safely in a lab -Safety symbols -Scientific equipment -Scientific theories -Variables -Superficial vs deep learning -Creating safety checklists -Creating environmental impact checklists -Scientific superheroes (COVID vaccine creators) -Science experiment cycle -Number systems: natural numbers, whole numbers, integers, rational numbers, irrational numbers -Adding with negative numbers -Subtraction with negative numbers -Finding LCM and HCF -Multiplication with fractions -Division with fractions	Use science cycle to design and carry out experiments to determine an effective case to protect an egg in an egg drop.
MATHS	Number systems	Is fairness always equal?	Form	Equivalence, systems	Fairness and development	Making judgments is easier if we understand a variety of numeric systems and forms	A, B, C, D	Communication Take effective notes in class Information literacy skills Use memory techniques to develop long-term memory	-Documentary filmmaking -Subjective vs objective -Evolution of television media -Infographics -Language used in film and television -Evolution of the English language -Slang, colloquial language -Analogizing transitions -Paragraph structure: topic sentences, expand, evidence, explanation, concluding sentence -Scripting -Storyboarding -Marketing posters -Creating trailers for the documentary filmmaking	Create a poster that shows how a company shares its profits (probably)
LANGUAGE ACQUISITION	Personalities	How can I connect with others?	Connections	Context, Message	Identities and relationships	The way we connect with others often depends on contexts and sometimes we need to adapt our message to demonstrate our identities and relationships.	A, C	Self-Management Skills Practise positive thinking Research Skills Present information in a variety of formats and platforms	-Essay writing -Grade level Kanji -Friendship assembly -Read and analyze stories -Scientific equipment -Scientific theories -Variables -Superficial vs deep learning -Creating safety checklists -Creating environmental impact checklists -Scientific superheroes (COVID vaccine creators) -Science experiment cycle -Number systems: natural numbers, whole numbers, integers, rational numbers, irrational numbers -Adding with negative numbers -Subtraction with negative numbers -Finding LCM and HCF -Multiplication with fractions -Division with fractions	Self made play about different personalities
MUSIC	Experimenting with different instruments	Music all around us	Aesthetics	Play, genre	Orientation in space and time	Exploring different instruments helps us appreciate the aesthetics of music and better understand how music has changed through the years.	A, B	Critical thinking skills Identify obstacles and challenges Reflection (Thinking) Select and use technology effectively and productively	-Experimenting with different instruments -Ukelele, drums, piano, tambourine, harmonica -Rhythm -Recognizing woodwinds, brass, and percussion instrumentation -Music through the ages -Diverse cultural music	Presentation about an instrument of your choice, explaining and modeling its use
VISUAL ARTS	Art around the world	Different art movements	Aesthetics	Globalization, diversity	Personal and cultural expression	Learning about the aesthetics of each innovative and culturally diverse art styles from around the world can help and understanding of cultural expression.	A, Ai, Bi, Ci, Di	Social skills -Listen actively to the other perspective and ideas -Use social media and networks appropriately to build and develop relationships -Communication skills -Use intellectual understanding to interpret communication -Negotiate ideas and knowledge with peers and teachers	-Learning about art in different countries, the art styles, aesthetics and the concept of beauty in visual art -Drawing -Sketching -Painting -Creating a composition of different art around the world.	Display and present their artwork for school audience.
PHE	Improve skills associated with dodging and fleeing through different games.	Dodging and Fleeing	Change	Adaptation Refinement	Fairness and development	Adapting and reacting to change in environment helps develop dodging and fleeing skills that can be used in varied situations	C, D	Transfer Skills (Thinking) -Apply skills and knowledge in unfamiliar situations -Demonstrate personal responsibility for lifelong learning	-Demonstrate a variety of locomotor skills -Safe behaviors and appropriate equipment use while participating in physical activities -Safety Rules -Body-mind connections -Self-awareness and reflection -Voting -Revolution -War -Conscription -Consistent objection -Human rights -Treaties -Policies -Conventions -Assassination -Assassination -European geography (regions and nations)	Dodgeball tournament
INDIVIDUALS AND SOCIETIES	What choices do people have in the face of large systems, such as governments? In what ways can they wield power?	Conflict and Power in WWI and Today	Systems	Power, Choice	Identities and relationships	Global problems are a reality but individuals have the power and choice to make a positive difference.	Ai, Ci, Cii, Di, Dii, Div	Collaboration skills Listen actively to other perspectives and ideas Information literacy skills Collect, record and verify data Media literacy skills Seek a range of perspectives from multiple and varied sources	-Living vs non-living things -DNA (basics) -Needs & characteristics of living things -Matching form to function -Kingdoms of living things (animals, plants, fungi, bacteria, virus) -Intro to experiment design (is something alive) -Intro to own experiment -Conclusion (is something alive) -Healthy blogs analysis -Create a healthy and sustainable food recipe and blog post	Create a choose your own adventure game exploring perspectives and choice in different historical contexts
DESIGN	Learning environment design	What role might a digital classroom play in our learning?	Development	Evaluation	Identities and relationships	We must evaluate the role played by digital systems we belong to, if we hope to improve them.	A, ii, iv, B, ii, iii, C, i, ii, D, iii, iv	Communication skills Organize and direct information logically Critical thinking skills Gather and organize relevant information to formulate an argument	-Design cycle -The third teacher -Online blogs -Classroom posters -KOSE cards -Design brief -Aesthetics -Organizing Google Drive -Sharing files -Creating and tagging -Simple sketches -Impact of design -Feedback skills	Students will create their online learning portfolio
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Myths and legends	Myths and legends: A mirror of reality?	Perspective	Context, purpose, genre	Identities and relationships	For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behavior and individual and cultural identities.	Aiv, Ci, Cii, Dii, Div	Writing skills Make inferences and draw conclusions Organization skills Use appropriate strategies for organizing complex information	-Myths and legends -Write using a variety of sentence structures -Mythology in Japan and around the world -Comic books as a modern mythology -Narrative writing -Moral messages and themes -Annotation and analysis -Stock characters -Legends based on reality -Elements of storytelling -Living vs non-living things -DNA (basics) -Needs & characteristics of living things -Matching form to function -Kingdoms of living things (animals, plants, fungi, bacteria, virus) -Intro to experiment design (is something alive) -Intro to own experiment -Conclusion (is something alive) -Healthy blogs analysis -Create a healthy and sustainable food recipe and blog post	Write a short story that reflects elements of myths and legends
SCIENCES	Living things, healthy choices	How do living things work?	Relationships	Form, function	Globalisation and sustainability	By understanding the relationship between the necessities of life and the specialised forms and functions of living things, we can make decisions and take actions for healthier and more sustainable lifestyles.	A, i, ii, iii, C, i, ii, iii, iv	Creative Thinking (Thinking) Use brainstorming and visual diagrams to generate new ideas and inquires Media Literacy (Research) Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Communication (Communication) Participate in, and contribute to, digital social media networks.	-Living vs non-living things -DNA (basics) -Needs & characteristics of living things -Matching form to function -Kingdoms of living things (animals, plants, fungi, bacteria, virus) -Intro to experiment design (is something alive) -Intro to own experiment -Conclusion (is something alive) -Healthy blogs analysis -Create a healthy and sustainable food recipe and blog post	Create a healthy eating blog and share a sustainable recipe.
MATHS	Algebraic Equations	Should we cross the bridge or keep everything in balance?	Logic	Change, models	Personal and cultural expressions	Unknowns and variables can be modelled and solved using algebraic logic, which can be expressed in different personal and cultural ways.	A, B, C, D	Transfer skills Apply skills and knowledge in unfamiliar situations Understand and use mathematical notation	-Algebraic vocabulary (variable, constant, expression, equation, coefficient, term) -Writing an algebraic expression -Using a term collection -Distributive property -Factoring the expression -Solve simple Algebraic Equations -Simple inequalities	Assessment 1: Levelled questions. Assessment 2: Create a "Read your mind" game
LANGUAGE ACQUISITION	Food and its effect on physical and emotional state	Eat to live, or live to eat?	Culture	Message, context	Personal and cultural expression	Choices we make about what we eat are influenced by our culture and the context in which we live, and might send messages about who we are.	B, D	Communication skills Make inferences and draw conclusions Information literacy skills Make connections between various sources of information	-Essay writing -Grade level Kanji -Reflected on their daily diet -Read and analyze techniques -Learning to play the piano -Identify note names -Locate notes on the keyboard -Read music and apply skills to play a song -Bass clef and treble clef notation -Left and right hand harmonies	Finding a real world problem related to the food and present possible solutions
MUSIC	Learning to play the piano	Piano as a reflection of self	Identity	Presentation, expression	Personal and cultural expression	Students will represent aspects of their identity using personal and cultural expression through piano performance.	B, C	Affective skills Practice focus and concentration Collaboration skills Help others to succeed	-Learning to play the piano -Identify note names -Locate notes on the keyboard -Read music and apply skills to play a song -Bass clef and treble clef notation -Left and right hand harmonies	Piano recital
VISUAL ARTS	3D Art and Craft	How to improve modelling skills	Change	Model, diversity	Identities and relationships	Learning about 3D Art enables us to change the model of art through diverse methods and naturally the relationship of Art forms.	Ci, Cii, Bi, Bii	Thinking skills -Apply newly acquired skills to create, perform and present art. -Create original works and ideas, use existing works and ideas in new ways Reflection skills -Develop critical skills, techniques and strategies -Identify strengths and weaknesses of personal learning strategies	-Clay sculpture (modeling, carving, shaping) -Paper quilling design -Create 3D art with different materials (newspaper, cardboard etc.) -Abstract composition	Exhibition in the school
PHE	Invasion games	Invasion games	Relationships	Space, Environment	Orientation in space and time	Understanding strategic positions on the court and anticipating the needs of teammates helps players think quickly and adjust within the play area.	A, C	Critical thinking skill Consider personal learning strategies Information literacy skill Present information in a variety of formats and platforms. Critical thinking skill Identify obstacles and challenges	-Object Manipulation -Agility -Coordination -Create opportunities for winning -Losing and success and failure. -Encourage communication between participants in game situations. -Use questioning to explore pros of different strategies.	Handball Competition
INDIVIDUALS AND SOCIETIES	Reinvent the wheel	The technologies of ancient civilisations and modern colonisers	Time, Place, Space	Innovation, Revolution	Scientific and technical innovation	Civilizations have developed at different locations experiencing change and innovation that often influences how we view them today.	Aii, Bi, ii, iii, iv, Cii, ii	Creative thinking skills Generate possible ideas Communication skills Collaborate with peers, experts or others, employing a variety of digital environments and media.	-Irrigation -Agriculture -Domestication of animals -Construction -Roman roads -Primitive technology -Why didn't the Inca have the wheel? -Where and when do potatoes and tomatoes come from? -Design cycle -Structure of simple shapes -Sketching lines -Sketching simple tanks -Isometric sketches -Annotation -Precise and purposeful lines -Space management -Contrast -Efficiency ratio	Produce an instruction manual or tutorial that describes tools and techniques that can be made in primitive conditions, and which can greatly improve quality of life.
DESIGN	Water tank engineer	How can we design a water tank/filter?	Systems	Evaluation Function	Scientific and technical innovation	Communities with limited resources rely on engineers to design efficient structures.	A, i, ii, B, i, iv, C, i, ii, D, i, ii	Creative thinking skills Consider multiple alternatives, including those that might be unlikely or impossible Reflection skills Identify strengths and weaknesses of personal learning strategies (self-assessment)	-Design cycle -Structure of simple shapes -Sketching lines -Sketching simple tanks -Isometric sketches -Annotation -Precise and purposeful lines -Space management -Contrast -Efficiency ratio	Design a water carrier that is easy to make using inexpensive materials.
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Dystopias	Living in a "perfect" world	Connections	Genre, context, character	Fairness and development	Humanity's attempts to create a fair and developed society can result in a dystopian future as a consequence of human failings.	Ai, Bi, Cii, Dii, Dii	Communication (using language) Structure information in summaries, essays and reports Information literacy skills Create references and citations, use footnotes/endnotes, and construct a bibliography according to recognized conventions.	-Dystopias -Utopias -Futurism -The Lottery by Shirley Jackson -The Giver by Lois Lowry -Individualism -Sustainability -Man vs nature, man vs society, man vs nature -Global issues in context -Theme -Setting -Ethics and equitable laws -Ecosystems -Food, culture, language -Herbivore, carnivore, omnivore -Competition, competition, interdependence -Bionics -Environmental factors -Environmental factors -Ecology equipment -Classification -Healthy vs unhealthy ecosystems -Ecological footprint -Threats to biodiversity -Scientific innovations -Wine and classifying geometric elements (point, line, etc) -Name and classify the different type of angles -Construction and measuring angles -Solving problems using the various angle properties including the angles in triangles -Naming and classifying the different type of triangles.	Create a utopian society that is structured to avoid common problems typical of dystopias
SCIENCES	Ecology	How can we study the living world?	Systems	Balance, interaction, environment	Scientific and technical innovation	Scientists have developed methods and tools to understand and maintain the interactions that keep ecosystems in balance.	A, i, ii, iii, D, i, ii, iii, iv	Organization (Self-Management) Keep an organized and logical system of information Resilience Affective (Self-Management) Practise strategies to develop mental focus Critical Thinking (Thinking) Review understanding based on new information and evidence	-Dystopias -Utopias -Futurism -The Lottery by Shirley Jackson -The Giver by Lois Lowry -Individualism -Sustainability -Man vs nature, man vs society, man vs nature -Global issues in context -Theme -Setting -Ethics and equitable laws -Ecosystems -Food, culture, language -Herbivore, carnivore, omnivore -Competition, competition, interdependence -Bionics -Environmental factors -Environmental factors -Ecology equipment -Classification -Healthy vs unhealthy ecosystems -Ecological footprint -Threats to biodiversity -Scientific innovations -Wine and classifying geometric elements (point, line, etc) -Name and classify the different type of angles -Construction and measuring angles -Solving problems using the various angle properties including the angles in triangles -Naming and classifying the different type of triangles.	Design and carry out an ecological investigation
MATHS	Geometry	Geometric Construction	Form	Measurement	Personal and cultural expression	Artistry and creativity are enhanced through an understanding of how measurement helps to define forms	A, C	Information literacy skills Design improvements to the existing human techniques to develop long-term memory. Transfer skills Interpret and use information from subject groups and disciplines	-Design cycle -Structure of simple shapes -Sketching lines -Sketching simple tanks -Isometric sketches -Annotation -Precise and purposeful lines -Space management -Contrast -Efficiency ratio	Assessment 1: Levelled questions Assessment 2: Create a piece of art that will demonstrate the required math
LANGUAGE ACQUISITION	Different types of families	Where would we be without family?	Connections	Meaning, Purpose	Identities and relationships	Our personal and extended family connections give meaning and a sense of purpose to our unique identities and relationships.	A, D	Information literacy skills Use critical literacy skills to analyse and interpret media communications Critical thinking skills Use models and simulations to explore complex systems and issues	-Essay writing -Grade level Kanji -How to say relative names in Japanese -Watch movies and analyze the story -Family tree	Presentation about their family- family tree
MUSIC	Responding to music	Music inspires our actions	Communication	Interpretation, narrative	Identities and relationships	Responding to music through our actions can help us communicate aspects of our identity and inspire our actions.	C, D	Creative thinking skills Create original works and ideas, use Build consensus	-Responding to music -Meaning in lyrics reflected through sound -Music analysis -Matching movement to music -Dance techniques -Importance of gender equality -Painting on a canvas -Sketching -Drawing -International connections are being made through the various angle properties including the angles in triangles -Naming and classifying the different type of triangles.	Select a song and use non-verbal communication to reflect its meaning at YEP
VISUAL ARTS	Gender identity & expression	Research on gender equality	Communication	Diversity	Fairness and development	Gender equality brings perspective to the future and makes a diverse force for change and development	Ai, Ci, Cii, Di	Research skills Students can use Chromebooks for their research to collect more information related to the unit	-Responding to music -Meaning in lyrics reflected through sound -Music analysis -Matching movement to music -Dance techniques -Importance of gender equality -Painting on a canvas -Sketching -Drawing -International connections are being made through the various angle properties including the angles in triangles -Naming and classifying the different type of triangles.	YEP- Exhibition.
PHE	Striking and fielding games	Striking and Fielding	Communication	Energy, Movement	Identities and relationships	Your relationships and communication skills used in team work will affect your energy and movement to lead to improved motivation	B, D	Collaboration skill Manage and resolve conflict and work collaboratively in teams Reflection skill (self-management) Identify strengths and weaknesses of personal learning strategies	-Object Manipulation -Moving with Equipment -Speed -Self-perception -Provide opportunities for participants to reflect on the competition -Collaboration -Encourage communication between participants in game situations. -Discuss the benefits of work a team -Strategy and Planning	Kickball tournament
INDIVIDUALS AND SOCIETIES	Equity amidst diversity	Longer spaces and tables around the melting pot	Global Interactions	Processes, Sustainability	Fairness and Development	Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions.	A, ii, Bi, Bii, Cii, iii, iv	Media Literacy Demonstrate awareness of media interpretations of events and ideas (including digital social media) Self Management Create original works, use models and simulations to prepare for summative assessments (examinations and performances)	-Class divides -Social justice -Equality -Civil justice -Logos -Brand guidelines -Advertising brief -Sketching skills -Graphic design basics (vector/matrix) -Process journal	Research an issues of inequity in the community, then formulate a plan for addressing it, before taking action and evaluating results
DESIGN	Designing and selling stickers for charity	How might stickers help a good cause?	Communication	Innovation, Markets and trends	Personal and cultural expression	The products we own communicate a lot about our beliefs and values.	A, i, iv, B, i, iv, C, i, ii, D, i, iv	Communication skills Interpret and use effectively modes of non-verbal communication Collaboration skills Use models and share responsibility for decision-making	-Graphic designers -Sustainable Development Goals -Charity -Justifying support of a cause -Stickers showing personality -Survey skills -Marketing strategy -Logos -Brand guidelines -Advertising brief -Sketching skills -Graphic design basics (vector/matrix) -Process journal	Design and sell a sticker sheet for a charity
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Poetry overview	How can poetry tell a story?	Creativity	Self-expression, style, theme	Personal and cultural expression	Creative writing allows poets to express personal and cultural feelings or ideas through a personal style of expression.	Ai, Ai, Aili, Bi, Cii, Dv	Communication skills Interpret and use effectively modes of non-verbal communication Media literacy skills Communicate information and ideas Critical thinking skills Generate metaphors and analogies	-Poetry overview -Aesthetic poems -Free verse -Haiku -Read Love that Dog by Sharon Creech -Sonnets -Ballads and odes -Types of ballads -The Raven, Edgar Allan Poe's The Raven, Maya Angelou's Still I Rise, Emily Dickinson's Because I Could Not Stop for Death, and more -Song lyrics as poetry -Poetry structure and terminology	Create a poetry portfolio that reflects individual culture and identity
SCIENCES	Energy types and sustainability	What makes change happen?	Change	Energy	Fairness and development	The ability to manipulate the natural environment and processes for human use has an impact on how settlements develop and change over time.	A, i, ii, iii, D, i, ii, iii, iv	Information Literacy (Research) Collect, record and verify data Transfer (Thinking) Interpret and use effectively modes of non-verbal communication Collaboration skills Generate metaphors and analogies	-Energy types -Making simple observations from experiments and drawing conclusions -Carrying out an experiment involving chemicals -Heat transfer (conduction, convection, radiation) -Heat transfer experiments -Nuclear energy -Renewable energy -Magazine analysis -Renewable energy magazine -Sustainable settlements (IDU)	Sustainable settlement (IDU with ISS)
MATHS	Data	How can data help us in the world?	Relationship	Representation	Globalization and sustainability	Representing data visually helps to identify the relationships that can justify global decisions.	A, C, D	Information Literacy (Research) Collect, record and verify data Critical Thinking Skills Identify trends and forecast possibilities	-Mean, mode, median -Types of Data (univariate, bivariate) -Scatter plot -Correlation -Histogram -Cumulative Frequency	Assessment 1: Levelled questions Assessment 2: Students will make a "Conjecture * by using data to demonstrate the possible shape of a cereal box in order to minimize the packaging.
LANGUAGE ACQUISITION	Japanese Poetry	What is poetry?	Creativity	Audience	Personal and cultural expression	Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning	B, D	Information Literacy Skill (Research) Read critically and for comprehension Critical Thinking Skill Practise imitation of works with a focus on the creative process	-Rules for Senryu and Haiku -Research and find out the difference between Haiku and Senryu -Read many poetry and find out the variety of techniques -Learn more Kanji for each level -Classic and tradition poetry -Contemporary poetry -Poetry creation	Create a Japanese poetry, and draw the picture on it
MUSIC	---	---	---	---	---	---	---	---	---	---
VISUAL ARTS	One-Two Point Perspective	Looking at things from different perspectives	Perspective	Composition	Orientation in space and time	Students will understand one-two point perspective art by creating their own two dimensional painting of an innovation in perspective composition.	Aii, Aiii, Bi, Bii, Cii, Dii	Affective skills Demonstrate persistence and perseverance Creative thinking skills Use existing works, use existing works and ideas in new ways	-One-point perspective -Explore depth -Experiment with new techniques -Interior and exterior settings -Loopy and abstract drawings -Perspective -Horizon line -Vanishing point	Create 3D interior and exterior by drawing sketches to demonstrate 1 and 2 point perspective in more sophisticated way
PHE	Becoming a better athlete through running and athletic activities	Athletics	Development	Functions, Systems	Fairness and development	Athletes develop their performance technique by recognizing muscle functions in the muscular system so that they can refine performance in a fair and developed way with one another.	A, B	Organization skills (self-management) Set goals that are challenging and realistic	-Becoming a better athlete through running, jumping, throwing activities. -How to train	Abroad Olympics
INDIVIDUALS AND SOCIETIES	Settlements (IDU with Science)	Where do we live?	Change	Energy	Fairness and development	The ability to manipulate the natural environment and processes for human use has an impact on how settlements develop and change over time.	Bi, Cii, Bi, Cii, Di	Transfer Skills Make connections between subject groups and disciplines Critical Thinking Skills Use models and simulations to explore complex systems and issues	-Becoming a better athlete through running, jumping, throwing activities. -How to train	Create a 3D model of a sustainable settlement
DESIGN	Embroider a flag for a third culture kid	How can we create a sense of belonging for those without a home?	Communities	Invention	Identities and relationships	People can invent their own communities to be part of.	A, ii, iii, B, i, ii, C, i, ii, D, i, iv	Information literacy skills Access information to be informed and inform others Creative thinking skills Apply existing knowledge to generate new ideas, products, or processes	-Object Manipulation -Moving with Equipment -Speed -Self-perception -Provide opportunities for participants to reflect on the competition -Collaboration -Encourage communication between participants in game situations. -Discuss the benefits of work a team -Strategy and Planning	Design and embroider a small flag for a third culture kid
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Bringing Shakespeare to life through audience	Is all the world a stage?	Connections	Audience imperatives, style, context	Orientation in space and time	Through the genre of drama, Shakespeare has made connections with audiences across the globe for centuries, demonstrating the power of literature to transcend space and time.	Aiv, Bi, Bii, Bii, Dv	Communication skills Use a variety of speaking techniques to communicate with a variety of audiences Communication literacy skills Use appropriate forms of writing for different purposes and audiences	-Who is William Shakespeare? -Famous Shakespearean stories and themes -The Globe theater -Shakespeare's female character exploration -Read excerpts from Macbeth, Hamlet, A Midsummer's Night Dream, and Romeo and Juliet -Shakespeare's history, history, and tragedy -Play and movie comparison -Theatre Arts about Nothing -Scriptwriting and acting -Writing speeches and monologues -Evolution of the English language -Modern adaptations of Shakespearean classics	Write and perform a play at YEP based on Shakespearean themes
SCIENCES	Physical and chemical changes to materials	What changes?	Change	Plan, transfer	Fairness and development	Science enables us to change the form of matter into useful materials that can make the world a better place.	Bi, i, ii, iv, C, i, ii, iii, iv	Information Literacy (Research) Process data and report Critical Thinking (Thinking) Plan a logical procedure to investigate a research question	-Materials -Matter vs non-matter -Atoms and molecules -States of matter -Changing states of matter -Particles -Mass -Mass weight -Conservation of mass -Physical vs chemical change -Solvent, solute, solution -Soluble vs insoluble -Separating mixtures (filtration) -Experiment design -Perimeter of 2D shapes -Area of 2D shapes -Perimeter and area of compound shapes -Surface area 3D prisms (cuboid, triangular prism) -Volume of 3D prisms (cuboid, triangular prism) -Differentiation: Trapezoid area, circle circumference and area -Research about the history of letters (Japan/Other countries) and to the presentation with group. -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a "good" letter -Writing letter to a friend -Writing letter to a friend in the digital world, writing letter to a friend in the digital world -History of letters in Japan and other countries -What is formal and informal letter -How to write a	