

MYP 2 Unit Map										
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content (topic, knowledge, skills)	Summative and Action
UNIT 1										
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative and Action
LANGUAGE AND LITERATURE	Historical fiction	How can we separate fact from fiction?	Creativity	Setting, point of view, genre	Orientation in space and time <i>Exploration:</i> Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange	Writers of the genre of historical fiction can shed light on our orientation in space and time by using setting creatively to help us better understand and learn from the events which have shaped history.	Bi, Ci, Di, Dii	<i>Communication skills (reading/writing)</i> Take effective notes in class <i>Communication skills</i> Use a variety of organizers for academic writing tasks <i>Organization skills</i> Create plans to prepare for summative assessments (examinations and performances)	-Historical fiction <i>-Esperanza Rising</i> -Mexican migration -Metaphors and similes -Literal vs figurative language -Connections to historical events -Great Depression -Multiple perspectives Intro to A Tale of Two Cities for contrast -Fact vs fiction in storytelling	Write a historical fiction short story set around a specific time period or historical event. Read and explain it in a video that will be viewed by other students and parents.
SCIENCES	The effects of forces on motion and how we have learned to travel faster	Where are we now and where might we be going?	Relationships	Movement, models	Orientation in space and time	Through making models of the world we have understood how place and time relate to motion and we have made the world seem a smaller place.	B, I, ii, iii, iv, v	<i>Transfer (Thinking)</i> Apply skills and knowledge in unfamiliar situations <i>Communication (Communication)</i> Take effective notes in class Understand and use mathematical notation <i>Critical Thinking (Thinking)</i> Evaluate and manage risk	-Early human migration -Distance and location -Early human measurements (ancient civilisation systems etc) -Measurement and standard units -Coordinates -Longitude and latitude -Time -Distance vs displacement -Inertia -Newton's laws of motion -Relativity -Environmental impact of mass transportation	Design a motion experiment
MATHS	Ratios, percentages and decimals	What really makes the world go round?	Relationships	Change, simplification	Globalization and sustainability	Financial, personal, and economic change can be understood and simplified using proportional relationships like ratios and percentages	A, B, C, D	<i>Collaboration skills</i> Make fair and equitable decisions <i>Media Literacy Skills</i> Understand and use technology systems	-Ratios -Simplifying ratios -Percentages -Decimals	How much should a coffee cost? Using ratios to understand a coffee menu (possibly)
LANGUAGE ACQUISITION	Advantages to be able to speak various language	Language	Communication	Message	Identities and relationships	Being able to speak more than one language allows us to communicate a familiar message in a new way and can give us the means to develop relationships with others as well as preserve our individual and collective identities.	A, D	<i>Communication skills</i> Use a variety of speaking techniques to communicate with a variety of audiences <i>Creative Thinking skills</i> Use brainstorming and visual diagrams to generate new ideas and inquiries	-Essay writing -Grade level Kanji -Interplay with Japanese -Discuss the merits to speak various languages -Make a poster about their first language	Create a video to introduce their native or interested language and how fun we learn languages.
MUSIC	Elements of Music and emotions	Building Blocks: The Elements of Music	Communication	Interpretation, composition	Personal and cultural expression	Interpretation of the elements of music helps create and communicate a message. <i>Exploration:</i> Metacognition and abstract thinking	B, D	<i>Transfer skills</i> Make connections between subject groups and disciplines <i>Transfer skills</i> Transfer current knowledge to learning of new technologies	-Elements of Music and emotions -Bass -Percussion -Soundtrap -Instrument identification -Pitch -Tempo -Dynamics	Create a song that uses elements of music to express an emotion or idea
VISUAL ARTS	Learning more about public art in and out their community	Linocut Graphics	Creativity	Composition	Personal and cultural expression	Through different styles of printmaking compositions, we can represent stylistic changes through personal artistic intention.	AI, Aii, Bi, Ci, Dii	<i>Affective skills</i> Practice dealing with change <i>Reflection skills</i> Demonstrate flexibility in the selection and use of learning strategies	-Make a lino print -Carve away the surface of lino sheet -Using cutting tools -Create their own design into a linoleum block -Carve original design -Ink techniques and application -Create finished linocut art	Representing their graffiti art to school audience
PHE	Sports Day challenges	Dexterity and Athletics in Sports	Development	Refinement, movement	Fairness and development	Developing skills as a team and refining personal skills improves sportsmanship and enjoyment of sports.	C, D	<i>Collaboration Skill</i> Exercise leadership and take on a variety of roles within groups <i>Affective Skill (Self-management)</i> Practice being aware of body-mind connections	-Sports Day activities -Shuttle Run -Hurdle Relay -The Running of the Spoon -Frisbee Bowl -Volley A to Z -Baton Relay	Competes in the Sports Day competition with their teammates
INDIVIDUALS AND SOCIETIES	Using clothes as a lens through which to investigate history	The History of Fashion	Change	Globalization, innovation and revolution, resources	Scientific and technological innovation	Technological innovation, changing resource availability, and cultural exchange drive social change which can be seen in the way people dress.	Aii, Bii, iv, Ci, ii, iii	<i>Communication skills</i> Give and receive meaningful feedback <i>Creative-thinking skills</i> Create novel solutions to authentic problems	-Human evolution (fur loss) -History of cotton (slavery) -Factory mechanization (Luddites) -May Restoration -Fashion norms and taboos -70s 80s 90s -Counter culture -Designing for limited mobility -Hardware -Sanding and priming techniques -Identifying problems -Maslow's hierarchy of needs -Creative realistic solutions -Ergonomics -Design sketches and mockups -Product analysis -Prototypes	Complete an exhibit showing the historical background behind items of clothing worn by students at free dress days, identifying possible ethical considerations that could be taken in to account when selecting clothing
DESIGN	Designing for limited mobility	How can we design products to support someone with limited mobility?	Development	Ergonomics, Function, Innovation	Fairness and development <i>Exploration:</i> Inequality, difference and inclusion	Creating innovative products especially designed for an individual's needs can help lessen inequality.	A, B, C, D	<i>Collaboration skills</i> Make effective thinking strategies and techniques <i>Build consensus</i> <i>Organization skills</i> Set priorities that are challenging and realistic	-Pure and impure substances -Atoms and molecules -Atomic structure (sub-atomic particles) and charges -Elements -Properties of elements -Periodic table -Structure of periodic table -Reactivity -Elements and compounds -Chemical bonding -Acids (intro) -E-cycling	Create a product prototype
UNIT 2										
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Lord of the Flies	What do we do when things go wrong?	Perspective	Setting, character, theme	Identities and relationships <i>Explorations:</i> Human nature and human dignity, moral reasoning and ethical judgment	Our perspective and choices in challenging situations shape our understanding of human nature and identity.	Ci, Di, Dv	<i>Communication skills (reading/writing)</i> Read critically and for comprehension <i>Critical-thinking skills</i> Create novel solutions to authentic problems	-Read <i>Lord of the Flies</i> by William Golding -Perspective -Symbolism -Metaphors -Foreshadowing -Protagonist/antagonist -Types of conflict -Theme -Storyboard -Different responses to loss	Write a character's story dealing describing how to deal with loss.
SCIENCES	Function and inheritance of genes	How do we map matter?	Change	Models, patterns	Scientific and technological innovation	By changing matter we can identify patterns in properties that help us to make models, and the model change which can help us understand new kinds of material.	A, i, ii, iii, iv	<i>Creative Thinking (Thinking)</i> Practice visible thinking strategies and techniques <i>Transfer (Thinking)</i> Combine knowledge, understanding and skills to create products or solutions <i>Reflection (Self-Management)</i> Create original works and environmental implications	-Types of graffiti -Tagging as a simple style of graffiti -Tagging with one color and the student's name -Designing graffiti art inspired by famous street art artists -Graffiti art including spray art -Stencil creation and application -Create unique stencil and spray art	Recycling opportunities for the technology letter for a magazine.
MATHS	Linear Relationship	How do linear relationships impact human decision making?	Relationships	Change Model Representation	Globalization and sustainability	Representing patterns of a change as relationships can help determine the impact of human decision making on the environment.	A, B, C, D	<i>Critical-thinking skills</i> Identify obstacles and challenges	-Linear Relationships -Slope -Graphing simple linear equations -Writing a line equation with a point and slope -Parallel and perpendicular Line	Assessment 1: Levelled questions. Assessment 2: Find the relationship between "Meat consumption" and "deforestation".
LANGUAGE ACQUISITION	How we pass the time - hobbies	Hobbies	Creativity	Purpose Word choice	Personal and cultural expression	Hobbies allow individual creativity for personal and cultural expression and have a purpose to enhance physical and emotional and interests by making the appropriate word choices can help us to connect with others.	B, C	<i>Communication skills</i> Make effective summary notes for studying <i>Organization skills</i> Plan short- and long-term assignments, meet deadlines	-Essay writing -Grade level Kanji -Introduce their hobbies with slides -Research the most popular hobby in school -Make a poster about their recommendation	Introduce their recommended movies
MUSIC	Chords and genres	Living in harmony	Identity	Genre, Structure	Personal and cultural expression <i>Exploration:</i> Artistry, craft, creation, beauty	Identity of a genre can be created and expressed through its structure.	A, C	<i>Communication skills</i> Help others to succeed <i>Creative thinking skills</i> Create original works and ideas; use existing works and ideas in new ways	-Music genres (pop, rap, hip hop, R&B, jazz, classical, gospel, metal, rock, and reggae) -Chord formation -Major chords -Minor chords -Consonance -Dissonance -Create song using a variety of harmonies -Piano, guitar, drum	Create an original song using chords, harmony, and structure of a particular genre
VISUAL ARTS	Exploring graffiti as an art form	Graffiti Art	Communication	Representation	Fairness and development	Street art communicates unspoken words and promotes diversity and development of all people	Ai, Aii, Bi, Ci	<i>Communication skills</i> Use intercultural understanding to interpret communication <i>Critical-thinking skills</i> Consider ideas from multiple perspectives	-Types of graffiti -Tagging as a simple style of graffiti -Tagging with one color and the student's name -Designing graffiti art inspired by famous street art artists -Graffiti art including spray art -Stencil creation and application -Create unique stencil and spray art	Representing their Graffiti art to school audience
PHE	Learning strategies and skills to play volleyball	Volleyball	Change	Adaptation, Space	Personal and cultural expression	Individual creativity which connects with the good use of space and effective movement helps players adapt to unexpected changes.	A, C	<i>Collaboration skill (social)</i> Help others to succeed <i>Critical-thinking skill (self-management)</i> Develop new skills, techniques and strategies for effective learning	-Learning strategies and skills to play volleyball game. -Drills to teach volleyball's core skills -Hitting -Overhead -Passing/Setting -Serving -Forearm Passing -Blocking	Final match/Reflection
INDIVIDUALS AND SOCIETIES	Investigating how the geography of islands influences wildlife, culture, and international relations	Islands and islanders	Time, Space	Globalisation, Identity, Perspective	Identities and relationships <i>Exploration:</i> attitudes, motivations, independence	Unique identities and perspectives evolve on islands because of their isolation, but they are still impacted by globalization.	Aii, Bii, Di, Dii, Div	<i>Critical-thinking skills</i> Formulate factual, topical, conceptual and debatable questions <i>Creative-thinking skills</i> Make unexpected or unusual connections between objects and/or ideas	-The Falklands -Dokdo -Snake Island -Eastern Island -Nauru -Sentinel Island -Christmas Island -Migration -The Island Effect	Create a profile of a hypothetical island, created by a drastic rise in sea levels. Cover elements of its political situation, focussing on international relations, its ecology, communities, and culture.
DESIGN	Documentary	How can designers help us not forget about the past?	Communication	Form, Function	Fairness and development <i>Exploration:</i> History, identity, homelessness	Documentaries exist to communicate important messages so that we do not repeat past mistakes.	A, C, D	<i>Organization skills</i> Plan short- and long-term assignments; meet deadlines <i>Communication skills</i> Use a variety of media to communicate with a range of audiences	-Identifying problems -Examining animation and its impact -Video editing and animation -Communicate a message through animation -Elements of marketing -Impact of media and imagery on an audience -Combine images, movement, and music -Voiceover	Student will create and present a video documentary on the topic of their choice related to history.
UNIT 3										
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Censorship	Who Decides?	Communication	Context, Theme	Identities and relationships <i>Exploration:</i> moral reasoning and ethical judgment	Communication can be restricted by others through censorship of information, ideas, or perspectives, we can use creative expression to help people understand and relate to the world around them.	Ai, Aii, Aiii, Av, Bi, Bii, Di, Dii, Div	<i>Communication skills (reading/writing)</i> Paraphrase accurately and concisely <i>Reflection skills</i> Understand content <i>Critical-thinking skills</i> Develop contrary or opposing perspectives <i>Communication skills</i> Use appropriate forms of writing for different purposes and audiences	-Word choice: diction, connotation, and euphemisms -Censorship -Cause and effect -Propaganda -Persuasive writing -Metaphors -Speaking/speech techniques -Elements of a podcast -Influence of media -News reporting structures and "if it bleeds, it leads" -Interrelated characteristics -DNA structure -Sexual vs asexual reproduction -Human reproduction -Menstrual cycle -Pregnancy and birth -Global human population growth -Metaphors, metaphors, and growing -Mutations -Evolution -Dominant/Recessive alleles -Punnett squares -Gel electrophoresis -Angles types -Area of 2d polygons: -Circumference of circles -Perimeters, ellipses -Nets and surface area -Volume	Part 1: Create a podcast to determine the elements of censorship and its effects on the individual and society. Part 2: Write a persuasive essay about banned book reading.
SCIENCES	How we use our understanding of waves	Who are we?	Relationships	Evidence, patterns, transformation	Identities and relationships	By understanding the relationships between genes and inherited characteristics, we can use genetic patterns as evidence for identification and decision-making.	A, i, ii, iii, D, i, ii, iii, iv	<i>Critical Thinking (Thinking)</i> Evaluate evidence and arguments <i>Communication (Communication)</i> Give and receive meaningful feedback <i>Organization (Self-Management)</i> Create plans to prepare for summative assessments (examinations and performances)	-What are recycled objects? -Making art from nature -Examples of recycled art -Thumbnail sketches -Designing and annotating creative solutions with unusual art materials -Students will use found and recycled objects to make art	Create a video opinion piece in response to the debatable question
MATHS	Geometry	How can we travel between dimensions?	Logic	Measurement, Generalization	Scientific and technical innovation	The general properties of shapes and our spatial reasoning, we can measure by logic and manipulated and created by technology	A, B, C, D	<i>Affective skills</i> Practice focus and concentration <i>Creative-thinking skills</i> Design improvements to existing machines, media and technologies	-Essay writing -Grade level Kanji -Interplay with Japanese -Discuss the merits of speaking various languages -Make a poster about their first language	Create a 3D tangram (relates to Design unit 1)
LANGUAGE ACQUISITION	How our communities influence our life	Neighborhood	Connections	Empathy Structure	Globalization and sustainability	The conventions and structure of our different communities connect us to the world, allowing us to share different interests and values.	A, B, D	<i>Communication skills</i> Give and receive meaningful feedback <i>Affective skills</i> Practice "bouncing back" after adversity, mistakes and failures	-Translating techniques -Collaborative planning and communication -Singing -Fusion music -Harmonizing -Modifying existing music	Create a community website
MUSIC	Music in action: Performing a multilingual version of a single song	Performing Multilingual Music	Communication	Audience, Innovation	Personal and cultural expression <i>Exploration:</i> critical literacy, languages, and linguistic systems	Music can be innovated by expressing lyrics in multiple languages for a variety of audiences .	C, D	<i>Communication skills</i> Use intercultural understanding to interpret communication. <i>Communication skills</i> Collaborate with peers, experts or others, employing a variety of digital environments and media.	-What are recycled objects? -Making art from nature -Examples of recycled art -Thumbnail sketches -Designing and annotating creative solutions with unusual art materials -Students will use found and recycled objects to make art	Perform a multilingual song with the languages of the audience represented (10 different languages). Students adapt English lyrics to make the song accessible to all audience members. Students will sing and perform with instruments.
VISUAL ARTS	Creating art using recycled objects	Recycled Art	Change	Innovation	Globalization and sustainability	Human can surprisingly impact our surroundings and change the environmental balance by using recycled materials creatively in art.	Ai, Bi, Bii, Ci, Di	<i>Communication skills</i> Listen actively to other perspectives <i>Critical-thinking skills</i> Identify obstacles and challenges	-What are recycled objects? -Making art from nature -Examples of recycled art -Thumbnail sketches -Designing and annotating creative solutions with unusual art materials -Students will use found and recycled objects to make art	They will display their artworks for the class, then individually will write a reflection of what they have done and what more they could do to be like a recycled art reflection questionnaire.
PHE	Learning the basics of how to play badminton	Badminton	Relationships	Balance, Choice, Function	Identities and relationships <i>Exploration:</i> health and well-being lifestyle choices	One's lifestyle choices make a relationship and a big impact on your balanced life and sports life and achievements	A, B	<i>Collaboration skills</i> Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online resources) <i>Creative-thinking skills</i> Create original works and ideas in new ways	-Intro to Badminton -Basic rules -Grips -Service -Serving -Faults -Net play -Terminology -Single and double arrange	Final Game Singles and Doubles
INDIVIDUALS AND SOCIETIES	How peoples are shaped by their time and shape the future in turn	Iconoclasts and Ancestors	Systems	Causality, Culture	Personal and cultural expression <i>Exploration:</i> philosophies and ways of life	The cultures our ancestors lived with had different philosophies and ways of life, creating social structures and being changed by them	Ai, Ci, Di, Dii, Div	<i>Communication skills</i> Preview and skim texts to build understanding <i>Reflection skills</i> Identify strengths and weaknesses of personal learning strategies (self-assessment)	-Family History -Gallies -Other Iconoclasts -Philosophical perspectives -Cultural Practice -Religion	A video debate on whether or not the family tradition should be the next generation continued or not
DESIGN	Nutrition and food IDU with Science (unit 4)	What should I eat?	Systems	Adaptation, Sustainability	Scientific and technical innovation <i>Exploration:</i> adaptation, ingenuity, and progress	We adapt our food consumption as a result of our scientific understanding of food systems and sustainability .	IDU: A, B, C Design: A, B	<i>Reflection skills</i> Consider ethical, cultural and environmental implications <i>Transfer skills</i> Make connections between subject groups and disciplines	-IDU with Science -Sustainable food choices -Ethical in food creation and distribution -Analyze recipes -Green Space -Design a cookbook -Utilize theme, layout, and motif in book design	Create healthy recipes to add to an original cookbook. The recipes will be designed using scientific knowledge and nutritional facts.
UNIT 4										
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Science Fiction (The Ender's Game)	What does the future hold?	Connection	Genre, Context	Scientific and technical innovation <i>Exploration:</i> Adaptation, ingenuity, and progress	Through the genre of science fiction , we can understand science advancements and morality can be explored through the immediate and future contexts .	Ai, Aii, Av, Bii, Cii	<i>Critical-thinking skills</i> Identify trends and forecast possibilities <i>Creative thinking skills</i> Consider multiple alternatives, including those that might be unlikely or impossible <i>Communication skills</i> Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	-Science fiction themes -Study of <i>Ender's Game</i> by Orson Scott Card -Conventions of science fiction (cyberpunk, time travel, space, etc.) -APA formatting and in-text citations	Write an entry in a Science Fiction magazine that analyzes the elements of one of the worlds most famous sci-fi authors and the morality behind its implementation
SCIENCES	Patterns and structures of atoms, chemical reactions, environmental impact	What should I eat?	Systems	Consequences, Function	Scientific and technical innovation	We adapt our food consumption as a result of our scientific understanding of food systems and sustainability.	B, i, ii, iii, iv, v	<i>Collaboration (Social)</i> Delegate and share responsibility for decision-making <i>Affective (Self-Management)</i> Practice "failing well" <i>Communication (Communication)</i> Structure information in summaries, essays and reports.	-Nutrients -Ethical meal plan -Ethical impact of food (IDU) -Digestive system -Consequences of unhealthy eating -Experiment cycle -Variables -Evidence of climate change -Effects of climate change -Action to stop climate change -Energy sources -Space exploration -Space technology -ISS -Private -Impacts of space travel	Design an experiment to determine the fat content of a chosen food (<i>IDU with Design</i>)
MATHS	Data	Univariate data: Accessing equal opportunities	Form	Representation, Justification	Fairness and development	Different forms of representation can help justify conclusions regarding access to equal opportunities.	A, B, C, D	<i>Communication skills</i> Practice empathy <i>Information skills</i> Process data and report results	-Mode, mean, median review -Stem and leaf plot -Box and Whisker plot -Outliers -Central tendency -Outlier	Assessment 1: Levelled questions Assessment 2: Working on comparison of low-income versus high-income countries using SDGs and displays with the latest data. Explain how to make the basic action plan to help low-income countries.
LANGUAGE ACQUISITION	How stories affect us	What is Story?	Creativity	Effective Word Choice and technique	Orientation in space and time	Writing stories allows writers to express their creativity as well as create empathy for others. The art of reading allows readers to learn us better understand our orientation in space and time.	A, B, D	<i>Media Literacy Skill</i> Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online resources) <i>Creative-thinking skills</i> Create original works and ideas in new ways	-How stories affect us -Research about one of famous author's life -Read Kenji Miyazawa's famous story like play style -Writing essay about a favorite book -How to create own story or novel -Watch video and get techniques for making picture books or novel -Create own story, and write down the story -Create original works and ideas in new ways -Be their own copyright by their own -Kanji test (every week)	Create own story book or novel
MUSIC	N/A	----	----	----	----	----	----	----	----	----
VISUAL ARTS	Portraits	The Art of Portraiture	Aesthetics	Composition	Personal and cultural expression	Students will incorporate the aesthetics of art elements to create a composition of self-portrait to identify their personal face expression through their art.	Bi, Di	<i>Affective skills</i> Practice focus and concentration Demonstrate persistence and perseverance <i>Reflective skills</i> Develop new skills, techniques and strategies for effective learning -Conduct personal learning strategies	-Elements of elements in visual arts (including colour, line, shape, value, form, texture, and space) -Use of elements in media and art -Creating visual works using elements of art	YEP art exhibition
PHE	Understanding how to play soccer	Soccer	Communication	Space, Voice and Systems	Orientation in space and time	Teams with strong game sense and effective communication gain a competitive advantage	B, D	<i>Research Skills</i> Practice observing carefully in order to recognize problems	-Introduction -Kicking -Heading -Passing -Dribbling	Soccer tournament among 3 teams Students show effective communication, game sense, and mastery of foundational soccer skills.
INDIVIDUALS AND SOCIETIES	what needs to be considered when creating a modern city	Urban Planning	Global Interactions	Resources, Sustainability	Globalization and sustainability <i>Exploration:</i> urban planning, strategy, infrastructure	Urban planning requires global interactions regarding strategy, resources and infrastructure to be sustainable for people around the world.	Bi, Bii, Biv, Cii, Dii	<i>Organization skills</i> Keep an organized and logical system of information <i>Media Literacy Skills</i> Facts/news/beliefs <i>Reflection skills</i> Compare, contrast and draw connections among (multi/media resources)	-Power -Transportation -Sanitation -Trade and Economics -Pollution -Green Space -Livability	Produce a poster describing the different elements of one of the worlds most livable cities and the reasons that can be learned from it for future urban planners
DESIGN	Toys and the culture of collecting	Can an object be playful, even if it is not meant for playing with?	Communities	Function, Form	Personal and cultural expression <i>Exploration:</i> ritual and play	Toys have a function and within a culture .	B, C	<i>Communication skills</i> Participate in, and contribute to, digital social media networks) <i>Organization skills</i> Select and use technology effectively and productively	-Toys and the culture of collecting -Otaku culture -STL, fies and Hero Forge 3D printing (resin-based) -Filming, printing, painting -Intro to Blender -Painting techniques: dry brushing, shading, highlights	3D print and paint miniatures.
UNIT 5										
Subject	Description	Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Summative
LANGUAGE AND LITERATURE	Women's perspective in literature	Do girls run the world?	Creativity	Theme, point of view	Personal and cultural development	Throughout history women have used creativity as a means of personal and cultural expression. By looking closely at the themes explored in women's literature throughout the ages, we can develop an understanding of history from a female point of view.	Aii, Bii, Ci, Di, Div	<i>Collaboration skills</i> Advocate for one's own rights and needs <i>Media Literacy skills</i> Understand the impact of media representations and modes of presentation sources and media. (3b) <i>Critical-thinking skills</i> Recognize unstated assumptions and bias	-Women's perspective in literature -Extracts from Virginia Woolf, Jane Austen, Ursula LeGuin, Chamanda Adichie, Zhang Xinxin, and Doris Lessing -Feminism -Book Analysis of <i>Chamanda Adichie's</i> <i>Ngugi Achoti</i> -Sexism in literature -International Women's Day -Gender bias -SDG 5: gender equality	Create a book fair of student work written from the female perspective. Money earned will benefit a charity supporting women.
SCIENCES	Scientific innovations-adapting to our surroundings, perception and response to stimuli	Where do we fit into the world?	Systems	Environment, models	Orientation in space and time	Looking into space and making models can help us to understand our place in the systems that affect life on Earth.	A, i, ii, iii, iv	<i>Organisation (Self-Management)</i> Select and use technology effectively and productively <i>Information Literacy (Research)</i> Access information to be informed and inform others <i>Media Literacy (Research)</i> Demonstrate awareness of media interpretations of events and ideas (including digital social media)	-The Universe and the Solar System -Earth, moon, and sun -Gravity -Air and oxygen -Carbon dioxide -Water cycle -Global carbon budget -Climate change -Evidence of climate change -Effects of climate change -Action to stop climate change -Energy sources -Space exploration -Space technology -ISS -Private -Impacts of space travel	Create a pitch to argue for or against space travel.
MATHS	Probability	Probability	Logic	Representation, Systems and Justification	Personal and cultural development	A logical system of representation can help explore and analyze games that human plays	A, B, C, D	<i>Communication skills</i> Organize and depict information logically <i>Critical-thinking skills</i> Evaluate and manage risk	-Representing the likelihood of an event as a fraction, decimal, and percentage -Modeling sample spaces in organized lists, tables, and tree diagrams -Calculating the theoretical probability of an event -Designing and conducting simulations to calculate the experimental probability of an event	-Task 1: Students will solve some leveled questions -Task 2: Students will show their probability knowledge to explain how to win, represent the sample space in a list, tree diagram and table. Explain how to make the win or lose easier or hard and how that affects their sample space.
LANGUAGE ACQUISITION	True Beauty	What if everybody looked the same?	Culture	Point of view, Message	Personal and cultural expression	In today's world, teenagers are under immense pressure to conform to certain beauty standards.	A, D	<i>Information literacy skills</i> Make connections between various sources of information <i>Critical-thinking skills</i> Evaluate evidence and arguments	-True Beauty -Research the history of fashion (Japan/other countries) -Create costumes/props for YEP -Promotion video/poster about "What is True Beauty" -Kanji test (every week)	Even there's no right answer for "What is True Beauty", students find out their own answer and make promotion video or side show for presentation.