Deledda International School: MYP Curriculum Mapping

Physical and health education (MYP 1)

Unit Title

**MYP1to5- UNIT1 Performance tests** (2 weeks (8 hours))
Authors: Paola Taddei

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<th>Key &amp; Related Concepts</th>
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<td>Physical and health education</td>
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<td>Development</td>
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**Global context**

- Identities and relationships: are my wellness and fitness good enough
- Exploration to Develop: Physical, psychological and social development; transitions; health and well-being; lifestyle choices

**Conceptual Understanding**

Enhance our performance and improve our level of fitness by knowing our body.

**Statement of Inquiry**

athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy

**Inquiry Questions:**

- **F**: How can I improve my level of fitness
- **C**: How can I know what is the best type of exercise for me
- **D**: is an healthy life style the solution for a better way of life

**Physical and health education**

- **B**: Planning for performance
  - design, explain and justify plans to improve physical performance and health.
- **C**: Applying and performing
  - demonstrate and apply a range of skills and techniques effectively.
  - demonstrate and apply a range of strategies and movement concepts.
  - analyse and apply information to perform effectively.

**ATL**

- Communication
  - I. Communication skills
    - Give and receive meaningful feedback

**Learning Experiences:**

Discussing with the class the reason why we’re doing certain exercises. Showing them the exactly way to do an exercise.

**Research**

- VI. Information literacy skills
  - Collect, record and verify data

**MYP Assessment Criteria**

- B: Planning for performance, C: Applying and performing

**Knowledge and Skills**

Knowledge & Skills TBD
## Unit Title

**MYP1-UNIT 2- BEACH VOLLEY**  
*(6 weeks)*  
**Authors:** Paola Taddei

### Key & Related Concepts

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<tr>
<td>Communities</td>
<td>Physical and health education</td>
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</table>
| Connections  | • Adaptation  
|              | • Movement |

### Global context

**Identities and relationships**

*Exploration to Develop:* Physical, psychological and social development; transitions; health and well-being; lifestyle choices

### Conceptual Understanding

beach volley is a sport played in a different environment, how difficult can be moving in an unusual place

### Statement of Inquiry:

playing beach volley students will learn how to move in unusual environment

**Inquiry Questions:**

- **C:** differences between volleyball and beach volley
- **D:** why is it more difficult playing on sands than not in a gym?

### Physical and health education

**A: Knowing and understanding**

- apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations.

**B: Planning for performance**

- design and explain a plan for improving physical performance and health.

**C: Applying and performing**

- outline and apply information to perform effectively.

**D: Reflecting and improving performance**

- explain and evaluate performance.

### Communication

**I. Communication skills**

- Give and receive meaningful feedback

### Social

**II. Collaboration skills**

- Encourage others to contribute

### Self-management

**III. Organization skills**

- Bring necessary equipment and supplies to class

**IV. Affective skills**

- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise positive thinking

### MYP Assessment Criteria

**A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance**

### Knowledge and Skills

practice skills, fundamentals of volleyball and beach volley: set, bagher, serve, students will learn new movement skills, moving on sand is difficult if you are not used to it, students have to learn new skills
Unit Title

Speed (2 weeks (8 hours))
Authors: Manuel Monteverde

Key & Related Concepts

<table>
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<td>Exploration to Develop: Evolution, constraints and adaptation</td>
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Global context

Conceptual Understanding
In a world that changes as fast as it moves, measurement of speed becomes a key activity for analysing human beings relate through movement to the surrounding world.

Statement of Inquiry:
In a world that changes as fast as it moves, measurement of speed becomes a key activity for analysing human beings orientation in the surrounding environment and consequent adaptation of their style of life.

Inquiry Questions:
F: What’s the fastest object in nature?
C: How can we control movements of our body in order to obtain the best speed performance in a sport competition?
D: Is speed the only parameter that allows to measure human body physical strength in a sport competition?

ATL

MYP Assessment Criteria

Interdisciplinary:
• B: Synthesizing

Mathematics:
• B: Investigating patterns

Physical and health education:
• B: Planning for performance

Knowledge and Skills

MYP1-UNIT 3- Lifesaving skills
(8 weeks (14 hours))
Authors: Paola Taddei

Key & Related Concepts

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<tbody>
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<td>• Perspectives</td>
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Global context

Identities and relationships

Exploration to Develop:
Unit Title

Physical, psychological and social development; transitions; health and well-being; lifestyle choices

**Fairness and development**

*Exploration to Develop:*

Rights, law, civic responsibility and the public sphere

<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
<th>We debate whether all lives should be considered equal when deciding on saving a life in a risky situation. (i.e. a young/old person, a man/woman (pregnant woman))</th>
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<table>
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<tr>
<th>Statement of Inquiry</th>
<th>Statement of Inquiry: Certain techniques can save lives better</th>
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</thead>
</table>
| Inquiry Questions | F: How can I save life in water  
D: How can I give value to different individual's lives  
C: How can I evaluate risks |

| Physical and health education | C: Applying and performing  
- outline and apply information to perform effectively. |
| Communication | I. Communication skills  
- Give and receive meaningful feedback  
- Use a variety of media to communicate with a range of audiences  
- Take effective notes in class  
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media |
| Social | II. Collaboration skills  
- Practise empathy  
- Manage and resolve conflict and work collaboratively in teams |
| **ATL** | III. Organization skills  
- Set goals that are challenging and realistic |
| V. Reflection skills |  
- Identify strengths and weaknesses of personal learning strategies (self-assessment)  
- Consider content  
  - What did I learn about today?  
  - What don’t I yet understand?  
  - What questions do I have now?  
- Consider ATL skills development  
  - How can I share my skills to help peers who need more practice?  
- Consider personal learning strategies  
  - What can I do to become a more efficient and effective learner?  
  - How can I become more flexible in my choice of learning strategies?  
  - What factors are important for helping me learn well?  
- Consider ethical, cultural and environmental implications |

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance</th>
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| Knowledge and Skills | Knowledge & Skills TBD |
## Unit Title

**MYP1 - UNIT 4 - cricket**  
(4 weeks (8 hours))  
**Authors:** Paola Taddei

### Key Concepts
- Communication  
- Communities  
- Global interaction  
- Identity

### Related Concepts
- Physical and health education  
  - Interaction  
  - Movement

### Key & Related Concepts

### Global context
- **Identities and relationships**
  - Exploration to Develop:
    - Physical, psychological and social development; transitions; health and well-being; lifestyle choices

### Personal and cultural expression
- Exploration to Develop:
  - Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

### Conceptual Understanding

Learning how to play cricket and in this way learn about different cultures

### Statement of Inquiry

**Statement of Inquiry:**

playing cricket to discover different worlds

**Inquiry Questions:**

P: do i know how to play cricket?

### Physical and health education

**A: Knowing and understanding**

- apply physical and health terminology to communicate understanding.

**C: Applying and performing**

- recall and apply information to perform effectively.

### Social

**II. Collaboration skills**

- Practise empathy
- Encourage others to contribute

### ATL

**Self-management**

**III. Organization skills**

- Bring necessary equipment and supplies to class

**IV. Affective skills**

- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to prevent and eliminate bullying

### Thinking

### MYP Assessment Criteria

**A: Knowing and understanding, C: Applying and performing**

### Knowledge and Skills

underarm throwing is built on to develop overarm ability and bowling, catching ability is developed on, especially hand-eye coordination and high catches
Mathematics (MYP 1)

Unit Title

Rules in Mathematics
(8 weeks (30 hours))
Authors: Enrica Minetti, Manuel Monteverde

<table>
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<td>• Pattern</td>
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<td>• Representation</td>
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Global context

Orientation in space and time

*Exploration to Develop:*
Peoples, boundaries, exchange and interaction

Conceptual Understanding

Rules make Mathematics the mean for establishing relationships among events through multiple representation of reality and different patterns

Statement of Inquiry:

Rules make Mathematics the mean for establishing relationships among events through different patterns and a multiple representation of space and time connections.

Inquiry Questions:

F: What are the four operations properties and their order of application?

G: How can we deduce those properties from real life experience?

D: Are rules in Mathematics the development of an universal language?

ATL

Mathematics

A: Knowing and understanding
• i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
• ii. apply the selected mathematics successfully when solving problems
• iii. solve problems correctly in a variety of contexts

B: Investigating patterns
• i. apply mathematical problem-solving techniques to recognize patterns
• ii. describe patterns as relationships or general rules consistent with correct findings
• iii. verify whether the pattern works for other examples.

C: Communicating
• i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
• ii. use different forms of mathematical representation to present information
• iii. communicate coherent mathematical lines of reasoning
• iv. organize information using a logical structure.

Communication
I. Communication skills
• Give and receive meaningful feedback
• Interpret and use effectively modes of non-verbal communication
• Use and interpret a range of discipline-specific terms and symbols
• Understand and use mathematical notation
• Paraphrase accurately and concisely
• Take effective notes in class
• Organize and depict information logically

Social
II. Collaboration skills
• Help others to succeed
• Take responsibility for one’s own actions
• Manage and resolve conflict and work collaboratively in teams
• Make fair and equitable decisions
• Listen actively to other perspectives and ideas
• Give and receive meaningful feedback

Learning Experiences:
Formative task done in class comprehend group activities in order to experience team work and care towards weak students by those who are stronger in Math

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Keep an organized and logical system of information files/notebooks

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Resilience
  - Practise dealing with disappointment and unmet expectations

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?

Research
VI. Information literacy skills
• Collect and analyse data to identify solutions and make informed decisions

Thinking
VIII. Critical thinking skills
- Interpret data
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions

IX. Creative thinking skills
- Make unexpected or unusual connections between objects and/or ideas

X. Transfer skills
- Apply skills and knowledge in unfamiliar situations

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating patterns, C: Communicating

Knowledge and Skills
Arithmetic operations Algorithms Properties Patterns in arithmetics

MYP1 Maths & History UNIT1: On Giants' Shoulders (4 weeks)
Authors: Lorenzo Caviglia

Key Concepts
- Relationships

Related Concepts
- Mathematics
  - Change
  - Representation
- Individuals and societies: History
  - Culture
  - Identity

Key & Related Concepts

Global context
Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding
Five Mathematicians from Ancient Greece are the opportunity to explore the Relationship between personal Identity, Culture and Mathematics.

Statement of Inquiry:
Throughout History, Mathematicians have embodied different IB learner profile qualities, influencing people around them in different ways.

Inquiry Questions:
- F: When did Aristotle live?
- C: Which kind of questions did Aristotle ask himself, when it came to Mathematics?
- D: How did the role of Mathematicians change since Ancient Greece times?

ATL

Mathematics
C: Communicating
- ii. use different forms of mathematical representation to present information

Communication
I. Communication skills
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation

Learning Experiences:
The students will be introduced to other Number System, and challenged to operate with numbers written in a different way. We will then discuss the benefits of our Decimal System.
Individuals and societies

D: Thinking critically
  • ii. use information to give an opinion

Thinking

VIII. Critical thinking skills
  • Gather and organize relevant information to formulate an argument
  • Evaluate evidence and arguments
  • Draw reasonable conclusions and generalizations

MYP Assessment Criteria

Interdisciplinary:
  • C: Communicating

Mathematics:
  • C: Communicating

Individuals and societies:
  • A: Knowing and understanding
  • D: Thinking critically

Knowledge and Skills

(Maths) Different Number Systems;
(Maths) The Hindu-Arabic Number System;
(Maths & History) Greek Mathematicians (Pythagoras, Euclid, Aristotle, Archimedes, Hypatia);
(History) Reading and Placing Events on a Timeline

Unit proof (5 weeks (20 hours))
Authors: Manuel Monteverde

Conceptual Understanding

ATL

MYP Assessment Criteria

Key & Related Concepts

Key Concepts
  • Relationships

Related Concepts
  • Mathematics
    • Equivalence
    • Measurement

Global context

Orientation in space and time
  • Exploration to Develop:
    Scale, duration, frequency and variability

Conceptual Understanding

Measurement and equivalence relate objects and people to each others.

Statement of Inquiry:

Measurement and equivalence relate objects and people to each others, orienting them in a continuous exchange of informations and numerical data in a broad range of applications.

Inquiry Questions:

F  How do I convert between cm and mm?
What is the relationship between the different types of measuring devices?

Should we have a unique system of units of measurement all around the world?

**Mathematics**

**D: Applying mathematics in real-life contexts**

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. describe whether a solution makes sense in the context of the authentic real-life situation.

**Communication**

**I. Communication skills**

- Give and receive meaningful feedback
- Understand and use mathematical notation
- Take effective notes in class
- Organize and depict information logically

**ATL**

**Social**

**II. Collaboration skills**

- Give and receive meaningful feedback

**Self-management**

**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)

**Thinking**

**VIII. Critical thinking skills**

- Interpret data
- Draw reasonable conclusions and generalizations

**X. Transfer skills**

- Apply skills and knowledge in unfamiliar situations

**MYP Assessment Criteria**

**D: Applying mathematics in real-life contexts**

**Knowledge and Skills**

Different units of measurement international system units equivalence between different units

**MYP1 Maths UNIT2: Group Hugs**
(4 weeks)
**Authors:** Lorenzo Caviglia

**Key Concepts**

- Relationships

**Related Concepts**

- Mathematics
  - Pattern
  - Representation

**Scientific and technical innovation**

**Global context**

- Exploration to Develop:
  Mathematical puzzles, principles and discoveries

**Conceptual Understanding**

Set Theory gives an easy way to Represent Relationships between elements.

**Statement of Inquiry**

Statement of Inquiry:
It is possible to represent graphically the relationship between objects. The quality of the representation might lead to the discovery of new relationships.

**Inquiry Questions:**
- **F**: What is a Venn Diagram?
- **C**: How can we represent the fact that an object belongs to two different sets?
- **D**: In which other subjects can we use Venn Diagrams to represent relationships?

**Mathematics**

- **C: Communicating**
  - iv. organize information using a logical structure.

**Communication**

- **I. Communication skills**
  - Use a variety of organizers for academic writing tasks
  - Organize and depict information logically

**Learning Experiences:**

Set Theory is a good way to visually organize information. We will discuss the many possible application of it in many contexts.

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**MYP Assessment Criteria**

- **A: Knowing and understanding, C: Communicating**

**Knowledge and Skills**

Sets and Their Elements;, Subsets;, The Intersection of Sets;, The Union of Sets;, Venn Diagrams

---

**Speed (2 weeks (8 hours))**

**Authors**: Manuel Monteverde

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**Key Concepts**

- **Change**

**Related Concepts**

- **Mathematics**
  - Measurement
- **Physical and health education**
  - Movement

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**Global context**

- **Orientation in space and time**
  - *Exploration to Develop:*
    - Evolution, constraints and adaptation

---

**Conceptual Understanding**

In a world that changes as fast as it moves, measurement of speed becomes a key activity for analysing human beings relate through movement to the surrounding world.

---

**Statement of Inquiry**

In a world that changes as fast as it moves, measurement of speed becomes a key activity for analysing human beings orientation in the surrounding environment and consequent adaptation of their style of life.

**Inquiry Questions:**
- **F**: What’s the fastest object in nature?
- **C**: How can we control movements of our body in order to obtain the best speed performance in a sport competition?
- **D**: Is speed the only parameter that allows to measure human body physical strength in a sport competition?
Unit Title

MYP Assessment Criteria

- **Interdisciplinary:**
  - B: Synthesizing
- **Mathematics:**
  - B: Investigating patterns
- **Physical and health education:**
  - B: Planning for performance

Knowledge and Skills

Powers (2 weeks (10 hours))
Authors: Enrica Minetti, Manuel Monteverde

Key & Related Concepts

- **Key Concepts**
  - Relationships
- **Related Concepts**
  - Mathematics
  - Equivalence
  - Representation

Global context

**Orientation in space and time**

*Exploration to Develop:*
Scale, duration, frequency and variability

Conceptual Understanding

Powers as an instrument to represent iterated multiplications; powers of 10 and equivalence between different unit of measurement.

Statement of Inquiry

**Statement of Inquiry:**
Powers as an instrument to represent iterated multiplications; powers of 10 and equivalence between different unit of measurement.

**Inquiry Questions:**
C: How far is the Sun from Earth?

ATL

- **Social**
  - II. Collaboration skills
    - Delegate and share responsibility for decision-making
- **Thinking**
  - X. Transfer skills
    - Apply skills and knowledge in unfamiliar situations

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills


MYP1 Maths UNIT3: Tutti d'un pezzo! (or maybe not) (4 weeks)
Authors: Lorenzo Caviglia

Key & Related Concepts

- **Key Concepts**
  - Form
- **Related Concepts**
  - Mathematics
  - Pattern
  - Representation
Unit Title

Global context

Scientific and technical innovation
Exploration to Develop:
Mathematical puzzles, principles and discoveries

Conceptual Understanding

Numbers are organized following specific Patterns, that do not depend on the Form we decide to use to represent them.

Statement of Inquiry:

Certain characteristics of Numbers do not depend on the Form in which we represent them.

Inquiry Questions:

F: Which numbers are the divisors of 32?

C: Can we find two different numbers with the same Prime Factorization?

ATL

Mathematics

B: Investigating patterns
  i. apply mathematical problem-solving techniques to recognize patterns

Thinking

VIII. Critical thinking skills
  • Draw reasonable conclusions and generalizations
  • Test generalizations and conclusions

Learning Experiences:

Students will be asked to investigate Number Properties based on graphical representation.

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating patterns, C: Communicating

Knowledge and Skills

Addition and Subtraction;, Multiplication and Division;, Order of Operations;, Number Lines;, Rounding Numbers;, Zero and One's Properties;, Index Notation;, Square & Cubic Numbers;, Divisibility;, Factors;, Prime and Composite Numbers;, Multiples

Divide and multiply: how to operate with fractions (5 weeks (25 hours))

Authors: Enrica Minetti, Manuel Monteverde

Key Concepts

Logic

Related Concepts

Mathematics
  • Pattern
  • Simplification

Global context

Scientific and technical innovation
Exploration to Develop:
Mathematical puzzles, principles and discoveries

Key & Related Concepts

Complicated calculations can be simplified adopting multiplication and division logic in order to represent numbers through new patterns.

Statement of Inquiry

Statement of Inquiry:
Scientific and technical innovation sometimes requires complicated calculations that can be simplified adopting the logic of multiplication and division in order to represent numbers through new patterns.

**Inquiry Questions:**

**E**: What does divisibility mean?

**C**: Why does factorisation help us in simplifying numbers and calculations?

---

**Mathematics**

A: **Knowing and understanding**
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

B: **Investigating patterns**
- iii. verify whether the pattern works for other examples.

C: **Communicating**
- ii. use different forms of mathematical representation to present information

**ATL**

Communication

I. **Communication skills**
- Use appropriate forms of writing for different purposes and audiences
- Understand and use mathematical notation

**Thinking**

VIII. **Critical thinking skills**
- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations

---

**Knowledge and Skills**

Divisibility prime numbers factorization LCF, GCD

---

**Key Concepts**

- Form

**Related Concepts**

- Mathematics
  - Measurement
  - Model
  - Simplification

---

**Global context**

- Exploration to Develop:
  - Peoples, boundaries, exchange and interaction

---

**Conceptual Understanding**

Real world can be described modelling its form through measurement and simplification

---

**Statement of Inquiry**

Real world description modelling its form through measurement and simplification is the root of human being orientation in geometrical space and through his history.

**Inquiry Questions:**

**C**: Is there one only geometry?

---

**ATL**

A: **Knowing and understanding**
A: Knowing and understanding, B: Investigating patterns, D: Applying mathematics in real-life contexts

Knowledge and Skills

First geometric entities and principles
- Angles, points, Segments, Lines
- Triangles: definitions, properties, height, median, axis, bisector, perimeter, interior and exterior angles
- Quadrilaterals: definitions, properties, calculation of perimeters, interior and exterior angles, triangulation

MYP1 Maths UNIT4: Be Rational!
(5 weeks)
Authors: Lorenzo Caviglia

Key Concepts
- Relationships

Related Concepts
- Mathematics
  - Equivalence
  - Quantity

Global context

Scientific and technical innovation
- Exploration to Develop:
  Mathematical puzzles, principles and discoveries

Conceptual Understanding

The same Quantity might be represented in different (but Equivalently) ways

Statement of Inquiry:
Fractions are a simple way to represent non-integer Quantities.

Inquiry Questions:
- F: Which one is bigger? 1/2 or 1/3?
- C: How would you explain that 1/2 is bigger than 1/3?

Mathematics
- A: Knowing and understanding
  - ii. apply the selected mathematics successfully when solving problems

Self-management
- III. Organization skills
  - Use appropriate strategies for organizing complex information

Thinking
- VIII. Critical thinking skills
  - Practise observing carefully in order to recognise problems

Mathematics
- A: Knowing and understanding
  - i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
Thinking
VIII. Critical thinking skills

• Recognise unstated assumptions and bias

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills

Fractions;, Fractions as Divisions;, Fractions of Quantities;, Fractions on a Number Line;, Equal Fractions;, Comparing Fractions;, Adding and Subtracting Fractions;, Multiplying and Dividing Fractions;, Converting Between Decimals and Fractions.

CHINESE MATH IS NOT ON PAPER! A CHALLENGE!
(1 week (10 hours))
Authors: Pier Giorgio Giraudo, Manuel Monteverde

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Fractions (8 weeks)
Authors: Enrica Minetti, Alberto Damiano, Manuel Monteverde

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

Mathematics

• Quantity

Global context

Globalization and sustainability

Conceptual Understanding

Fractions as the equivalent for the usual division. What is a fraction of a given quantity?

Statement of Inquiry:

Fractions as the equivalent for the usual division. What is a fraction of a given quantity?

Inquiry Questions:

C: Which is that number that multiplied by 4 equals 3?

• Mathematics

B: Investigating patterns

• ii. describe patterns as relationships or general rules consistent with correct findings

D: Applying mathematics in real-life contexts

• iv. explain the degree of accuracy of a solution

• Research

VI. Information literacy skills

• Use memory techniques to develop long-term memory

• Present information in a variety of formats and platforms
Unit Title

**MYP Assessment Criteria**

A: Knowing and understanding, B: Investigating patterns, D: Applying mathematics in real-life contexts

**Knowledge and Skills**

Fractions Representation Operations Simplifications

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**MYP1 Maths & Arts UNIT5: Paper and Pencil (4 weeks)**

**Authors:** Lorenzo Caviglia, Federica Marzolo

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**Key Concepts**

- Form

**Related Concepts**

- Mathematics
  - Space
- Arts: Visual arts
  - Representation
- Design
  - Adaptation

---

**Key & Related Concepts**

**Global context**

- Personal and cultural expression
  - Exploration to Develop: Metacognition and abstract thinking

---

**Conceptual Understanding**

Geometry is the study of Forms Represented in Space.

---

**Statement of Inquiry:**

Architecture and Design are direct applications of Mathematics in a real life situation.

**Inquiry Questions:**

- F: How do we find the area of a rectangle?
- D: Is there a "better" shape to use, when tessellating the plane?

---

**Mathematics**

**D: Applying mathematics in real-life contexts**

- i. identify relevant elements of authentic real-life situations

**Thinking**

**VIII. Critical thinking skills**

- Practise observing carefully in order to recognise problems
- Recognise unstated assumptions and bias
- Interpret data

**Mathematics**

**D: Applying mathematics in real-life contexts**

- iii. apply the selected mathematical strategies successfully to reach a solution

**ATL**

**Self-management**

**IV. Affective skills**

- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification

**Design**

**C: Creating the solution**

- ii. demonstrate excellent technical skills when making the solution

**Self-management**

**III. Organization skills**

- Bring necessary equipment and supplies to class
Unit Title

MYP Assessment Criteria

Interdisciplinary:
- A: Disciplinary grounding

Mathematics:
- A: Knowing and understanding
- D: Applying mathematics in real-life contexts

Design:
- C: Creating the solution

Arts:
- A: Knowing and understanding

Knowledge and Skills

(Maths & Design) Points and Lines;, (Maths) Angles (Angles at a Point or on a Line);, (Maths) Vertically Opposite Angles;, (Maths & Design) Bisecting Angles;, (Maths & Design) Polygons;, (Maths) Triangles;, (Maths) Quadrilaterals;, (Design) Visual Language;, (Design) Tools Usage

MYP1 Maths & Sciences UNIT6:
Statistics (3 weeks)
Authors: Lorenzo Caviglia

Key Concepts
- Relationships

Related Concepts
- Mathematics
  - Representation
- Sciences
  - Patterns

Global context

Scientific and technical innovation

- Exploration to Develop:
  Mathematical puzzles, principles and discoveries

Conceptual Understanding

Graphs are a way to Represent and identify Relationships or Patterns.

Statement of Inquiry:

Studying the basic elements of Statistics, we are able to better understand and interpret our world

Inquiry Questions:

F: what’s the definition of “average”?  
D: Is the average value the only important data in a data set?

Mathematics

D: Applying mathematics in real-life contexts
  - v. describe whether a solution makes sense in the context of the authentic real-life situation.

Thinking

VIII. Critical thinking skills
  - Evaluate evidence and arguments
  - Draw reasonable conclusions and generalizations

Sciences

A: Knowing and understanding
  - iii. interpret information to make scientifically supported judgments.

Thinking

VIII. Critical thinking skills
  - Consider ideas from multiple perspectives
### Unit Title

#### MYP Assessment Criteria

<table>
<thead>
<tr>
<th>Interdisciplinary:</th>
<th>Mathematics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A: Disciplinary grounding</td>
<td>• A: Knowing and understanding</td>
</tr>
<tr>
<td>• D: Reflecting</td>
<td>• D: Applying mathematics in real-life contexts</td>
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</table>

<table>
<thead>
<tr>
<th>Sciences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A: Knowing and understanding</td>
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</table>

#### Knowledge and Skills

Samples and Populations;, Categorical Data;, Graphs of Categorical Data;, Numerical Data;, Mean or Average;, Mode and Median.

### MYP1 Maths & Geo UNIT7:

**Orienteering (3 weeks)**

**Authors:** Lorenzo Caviglia

#### Key Concepts and Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Form</td>
<td>Mathematics</td>
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<tr>
<td></td>
<td>• Space</td>
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<td></td>
<td>Individuals and societies: Geography</td>
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<tr>
<td></td>
<td>• Scale</td>
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</table>

#### Global context

**Orientation in space and time**

**Exploration to Develop:**
Scale, duration, frequency and variability

#### Conceptual Understanding

Scale Representation of objects or elements in Space gives us a way to orientate ourselves.

#### Statement of Inquiry:

Scale representation and units of measurement gave mankind a language to describe time and space.

**Inquiry Questions:**

**F**: Describe the route that you take from home to school

**D**: Is time always perceived equally by everyone?

#### ATL

**Individuals and societies**

<table>
<thead>
<tr>
<th>C: Communicating</th>
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</thead>
<tbody>
<tr>
<td>• i. communicate information and ideas with clarity</td>
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</table>

**Self-management**

**IV. Affective skills**

- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions

#### MYP Assessment Criteria

<table>
<thead>
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<th>Mathematics:</th>
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<td>• A: Knowing and understanding</td>
</tr>
<tr>
<td>• D: Reflecting</td>
<td>• B: Investigating patterns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individuals and societies:</th>
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<tbody>
<tr>
<td>• C: Communicating</td>
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</tbody>
</table>
### Musical Math (3 weeks (6 hours))

**Authors:** Elena Carrara, Enrica Minetti, Alice Delfino, Manuel Monteverde

**Conceptual Understanding**

<table>
<thead>
<tr>
<th>ATL</th>
<th>Communication</th>
<th>Thinking</th>
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</thead>
</table>

**MYP Assessment Criteria**

**Knowledge and Skills**

Students will have learned about all the main elements in reading and writing music in order to compose and perform a piece with their instrument. Students will learn how to solve simple problems involving fractions. Students will discover that a fraction is a division but also a way to represent a part of a whole. Students will learn how to deal with operations with fractions.

### Design (MYP 1)

**Unit Title**

**Unit1 Design MYP1 "The design cycle from theory to practice: a series of case studies and the great paper plane design challenge" (10 weeks (14 hours))**

**Authors:** Federica Marzolo

**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Design</td>
</tr>
<tr>
<td>Communication</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Connections</td>
<td>Function</td>
</tr>
<tr>
<td>Perspective</td>
<td>Innovation</td>
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</tbody>
</table>

**Global context**

<table>
<thead>
<tr>
<th>Identities and relationships</th>
<th>Scientific and technical innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Exploration to Develop:</em></td>
<td><em>Exploration to Develop:</em></td>
</tr>
<tr>
<td>Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</td>
<td>Artistry, craft, creation, beauty</td>
</tr>
<tr>
<td>Products, systems and institutions</td>
<td>Metacognition and abstract thinking</td>
</tr>
</tbody>
</table>

**Personal and cultural expression**

*Exploration to Develop:*

Artistry, craft, creation, beauty

Products, systems and institutions

Metacognition and abstract thinking
Systems, models, methods; products, processes and solutions

🌍 Globalization and sustainability

Conceptual Understanding

In this unit we’ll introduce the principles of the design cycle, trying to encourage critical thinking for a more attentive observation of the objects and the world around us. We’ll become familiar with tools and strategies for time management and lateral thinking as well as practicing technical skills.

Statement of Inquiry:

the design cycle not only gives a clear structure when designing but it is also a very useful process for problem solving. The students will become familiar with it and find different ways to apply it in various contexts. The students will follow that approach when designing their own product as well as being able to recognise all the steps from looking at a product. They will also be able to transfer the design cycle philosophy to daily use, they will acquire tools and strategies (eg: swot analysis, gantt chart, flow chart, mind maps...) that facilitate their critical as well as lateral thinking and time management. Students will also refine their technical skills as well as fine motor skills.

Inquiry Questions:

C: what is the design cycle?
F: how can it be applied to a product?
D: how can it be useful in everyday life?

Design

A: Inquiring and analysing
   • iii. describe the main features of an existing product that inspires a solution to the problem

B: Developing ideas
   • i. develop a list of success criteria for the solution
   • ii. present feasible design ideas, which can be correctly interpreted by others

C: Creating the solution
   • iv. list the changes made to the chosen design and plan when making the solution.

D: Evaluating
   • ii. outline the success of the solution against the design specification
   • iii. outline how the solution could be improved

Communication

I. Communication skills
   • Give and receive meaningful feedback
   • Use appropriate forms of writing for different purposes and audiences
   • Negotiate ideas and knowledge with peers and teachers
   • Read critically and for comprehension
   • Make inferences and draw conclusions
   • Write for different purposes
   • Take effective notes in class
   • Make effective summary notes for studying
   • Organize and depict information logically

Social

II. Collaboration skills
   • Practise empathy
   • Take responsibility for one's own actions
   • Encourage others to contribute
   • Give and receive meaningful feedback

Self-management

III. Organization skills
   • Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
  - Practise being aware of body–mind connections
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to reduce stress and anxiety
• Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Demonstrate flexibility in the selection and use of learning strategies
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
• Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
• Keep a journal to record reflections

VI. Information literacy skills
• Collect, record and verify data
• Make connections between various sources of information
• Present information in a variety of formats and platforms

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Recognise unstated assumptions and bias
• Interpret data
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives
• Propose and evaluate a variety of solutions
• Identify obstacles and challenges

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Create novel solutions to authentic problems
• Make unexpected or unusual connections between objects and/or ideas
• Design improvements to existing machines, media and technologies
• Design new machines, media and technologies
• Make guesses, ask “what if” questions and generate testable hypotheses
• Apply existing knowledge to generate new ideas, products or processes
• Create original works and ideas; use existing works and ideas in new ways
• Practise visible thinking strategies and techniques

**X. Transfer skills**
• Utilize effective learning strategies in subject groups and disciplines
• Apply skills and knowledge in unfamiliar situations
• Inquire in different contexts to gain a different perspective
• Compare conceptual understanding across multiple subject groups and disciplines
• Make connections between subject groups and disciplines
• Combine knowledge, understanding and skills to create products or solutions
• Change the context of an inquiry to gain different perspectives

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**MYP Assessment Criteria**

**Knowledge and Skills**

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**Typography: The grid and how we create an alphabet**

(6 weeks (4 hours))

**Authors:**

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**Key & Related Concepts**

- **Key Concepts**
  - Aesthetics
  - Creativity
  - Culture
  - Development
  - Identity

- **Related Concepts**
  - Design
    - Adaptation
    - Collaboration
    - Evaluation
    - Form
    - Function
    - Invention

---

**Global context**

- **Identities and relationships**
  - How we communicate
  - *Exploration to Develop:*
    - Competition and cooperation; teams, affiliation and leadership
    - Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

---

**Conceptual Understanding**

- The grid and how a collection of interconnecting squares can be used in different sizes and ratios to affect design, legibility and weight of typographical elements within a design

---

**Statement of Inquiry**

- How and why have different communities evolved ideas through text and image?

**Inquiry Questions:**

- **C** Why do we use a grid to help in our design?: Why has the grid been universally used throughout the ages as a design tool, motif?
- **D** How else can we use a grid in design?: How is the grid used in computer design and graphics in the 21st century?
- **E** How did the grid evolve?: Why was the grid deemed necessary?

---

**MYP Assessment Criteria**

- **A: Inquiring and analysing, C: Creating the solution**
Rather like map reading letters begin and end somewhere within the grid. There are references that can be explained and worked out. Type is about the relationships between shapes, lines and mass. Positives and negatives. When designing an ‘S’ the arcs have to diverge and meet in order to attain legibility. Knowledge of size, ratio and an adherence to the prescribed ‘grid size’.

### A NEW KIND OF VENDING MACHINE (4 weeks (8 hours))

**Authors:** Nicola Roccatagliata

#### Key Concepts
- Creativity

#### Related Concepts
- Design
  - Form
  - Function
  - Innovation

#### Globalization and sustainability
Students will have the opportunity to learn the main differences regarding the production of the food between multinational industries and local production. In this perspective they learn how important it is to protect traditional production of the food and local industries in order to preserve the territory and its traditions.

**Exploration to Develop:**
Markets, commodities and commercialization

#### Conceptual Understanding
In the process of creation of a new product designers use the method of DESIGN CYCLE in order to achieve a successful result.

- How to find new paths to the solution using the brainstorming method, specifically the MIND MAPPING process connected to the inspirational images method.
- How to effectively use the SKETCHING drawing technique to transfer a SEQUENCE of ideas useful for the DEVELOPING IDEAS step.
- How to choose in a critically way the best fit solution to the problem, analyzing the different sketching ideas.

#### Statement of Inquiry
How to practically use the Design Cycle to develop new ideas to create innovative products both functionally both aesthetically, considering the local markets and giving them an opportunity to defend them from globalization market pressure.

**Inquiry Questions:**
- F: How is possible to manage the design cycle in an effective way in order to find new ideas for the vending machine.
- C: What could design do in order to defend local markets?
- D: Is this kind of vending machine something that could be really achieved in the reality?

#### Design

**A: Inquiring and analysing**
- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of an existing product that inspires a solution to the problem
- iv. present the main findings of relevant research

**B: Developing ideas**
- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution.

**Communication**

I. Communication skills

- Give and receive meaningful feedback
- Negotiate ideas and knowledge with peers and teachers
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Structure information in summaries, essays and reports

**Learning Experiences:**

Give and receive meaningful feedback / Negotiate ideas and knowledge with peers and teachers:

The students manage to build a mind mapping related to the project and through a discussion taken in class receiving meaningful feedback from the teacher understand if what they did is going in the right direction, finding new perspectives and inspirations to develop a project that has to be innovative.

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

The students manage to find information related to interdisciplinary inquiries (local products / healthy food / traditions and territory) in order to develop the project of the vending machines.

Structure information in summaries, essays and reports

Through the MIND MAPPING the students structure a scheme that has the goal to summarize 3/4 main concepts, references for the developing of the project and for the SKETCHING in the DEVELOPING IDEAS step.

**Social**

II. Collaboration skills

- Listen actively to other perspectives and ideas

**Learning Experiences:**

Listen actively to other perspectives and ideas

The students can understand how different solutions can be achieved starting from the same problem to solve, listen actively different perspectives than their own perspectives and learn how a project can take different paths. Listening to other students, they can participate giving a critical feedback and opinion about other ideas.

**Self-management**

III. Organization skills

- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Use appropriate strategies for organizing complex information

IV. Affective skills

- Mindfulness
  - Practise focus and concentration
- Perseverance
  - Demonstrate persistence and perseverance

V. Reflection skills

- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications

**Learning Experiences:**

Set goals that are challenging and realistic / Plan strategies and take action to achieve personal and academic goals

Given the problem to solve (a new kind of vending machine), students set goals that are realistic and plan the strategy to achieve the solution with the method of DESIGN CYCLE, specifically they learn how to manage the inquiring and analysing step with interview to users, learn how to use effectively the mind mapping method, learn how to...
use inspirational images and how to develop ideas that could lead to the solution of the problem.

**Use appropriate strategies for organizing complex information**
Students learn how to use an effective strategy to manage complex information, such as the needs of the users and their opinions, the idea of selling local products and the benefits of it and how to take inspiration from images in order to create a new kind of shape.

**Practise focus and concentration**
In order to achieve good results for the project, students have to be focused and always consider the DESIGN BRIEF, without losing the path.

**Demonstrate persistence and perseverance**
Design solutions always come with perseverance and persistence, without these approaches the solution would remain only on the surface of the problem. Students learn that good results only come with hard work and focus and perseverance.

**Focus on the process of creating by imitating the work of others**
By watching the approach of design cycle used by other designers, the students learn how important is a right approach to the project using design cycle, by imitating the work of these designers and of the teacher too, they can learn how effective results can be achieved trough the use of design cycle.

**Consider ethical, cultural and environmental implications**
Learning the differences between multinational industries of food and their systems of production and local products and their processes of production for the food, students consider ethical and cultural implications in the process of creation of a product. By watching videos in which local production of food, territory and traditions are presented, students can become more conscious about the implications of a local production of the food and of the protection of the territory and its traditions.

**Research**

VI. **Information literacy skills**
- Access information to be informed and inform others
- Collect and analyse data to identify solutions and make informed decisions

**Learning Experiences:**

**Access information to be informed and inform others / Collect and analyse data to identify solutions and make informed decisions**

Through the access to information with interviews to family and friends students can become informed about the needs of the users in order to develop a project that is responding to the needs of the users.

**Thinking**

VIII. **Critical thinking skills**
- Practise observing carefully in order to recognise problems
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges

IX. **Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Design new machines, media and technologies

X. **Transfer skills**
- Inquire in different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions
Learning Experiences:

Use brainstorming and visual diagrams to generate new ideas and inquiries

Through the use of MIND MAPPING, a method to achieve brainstorming, students have access to a method in which they should use their insight in order to make new connections and find alternative solutions. They learn how to make their thoughts flow from their minds without stopping them because judging them from a rational point of view.

Design improvements to existing machines, media and technologies / Design new machines, media and technologies

Students are asked to develop a new kind of vending machine, in order to design it they have to reinvent this product in order to make it fit to all the requirements of the design brief.

MYP Assessment Criteria

A: Inquiring and analysing, B: Developing ideas

Knowledge and Skills

Having a responsible approach to the choice of the food we’re eating is really important to have a healthy life. Vending machines are used a lot today due to the fast life style we have. Having the opportunity to sell through them healthy food and drinks can give a new perspective to the product VENDING MACHINE, normally associated to junk food. Selling local products, original from local manufacturing can give them the opportunity to value the low chain food production and at the same time to protect the traditional food production. Important skills developed through this project are: the use of BRAINSTORMING method called MIND MAPPING to find new paths that can lead to the solution and the SKETCHING method used to draw new ideas in a fast way.

Unit 2 Design MYP1 - Skills and creativity for a Christmas cheer
(1 week (2 hours))
Authors: Federica Marzolo

Key Concepts

- Aesthetics
- Communication
- Connections
- Creativity
- Culture
- Global interaction

Related Concepts

- Design
  - Function
  - Invention
  - Resources

Global context

- Identities and relationships
  - Exploration to Develop:
    Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
    Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

- Personal and cultural expression
  - Exploration to Develop:
    Artistry, craft, creation, beauty
    Metacognition and abstract thinking
Communicate a message through words and images, developing ideas and creating a solution for a Christmas card to give to children in the clinical oncology department of the Gaslini pediatric hospital.

**Statement of Inquiry:**

create a Christmas card taking into consideration the recipient’s age and circumstances. Developing ideas, refining skills and creating a product that shows understanding of a specific target

**Inquiry Questions:**

- who receives the card?: understanding the target, imagine what the recipients are like, their circumstances and their beliefs
- how to express a specific message through words and images: what techniques, materials, subjects and fonts would support the written message?

**Communication**

I. Communication skills

- Use appropriate forms of writing for different purposes and audiences
- Make inferences and draw conclusions
- Organize and depict information logically

**Social**

II. Collaboration skills

- Practise empathy
- Take responsibility for one's own actions
- Make fair and equitable decisions

**Self-management**

III. Organization skills

- Bring necessary equipment and supplies to class

IV. Affective skills

- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
  - Practise being aware of body–mind connections
- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Consider content
  - What did I learn about today?
  - What don't I yet understand?
  - What questions do I have now?
- Consider ethical, cultural and environmental implications

**Research**

VI. Information literacy skills

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyse data to identify solutions and make informed decisions
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems

VII. Media literacy skills

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
Unit Title

- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Understand the impact of media representations and modes of presentation
- Compare, contrast and draw connections among (multi)media resources

**Thinking**

**VIII. Critical thinking skills**
- Gather and organize relevant information to formulate an argument
- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways

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**MYP Assessment Criteria**

| Knowledge and Skills | B: Developing ideas, C: Creating the solution |
---|---|

**Unit 3 Design MYP1 "Designing for music: from the band's brief to the cd cover"**
**(8 weeks (16 hours))**

**Authors:** Federica Marzolo

**Key Concepts**
- Aesthetics
- Communication
- Communities
- Creativity
- Form
- Perspective
- Relationships

**Related Concepts**
- Design
  - Form
  - Function
  - Invention
  - Markets and trends
  - Resources

**Global context**
- Identities and relationships
- Personal and cultural expression

**Conceptual Understanding**

In this unit the students will receive a professional brief from the Los Angeles based band TurboLightning, to design a cd cover. The students will have to formulate appropriate questions in order to fully understand what they’re asked, investigate the market and the music community in order to produce a pertinent and effective final product. (Communication, Community, Perspective, Relationships). The students will follow the phases of the design cycle they became familiar with in the previous units, apply specific tools and strategies and use their technical skills (Form, Creativity, Aesthetics). Once the cd cover has been finished, the students will have to present their product and explain their chosies.

**Statement of Inquiry:**

**Inquiry Questions:**
- D: what does the band represent? who would buy the cd?
- F: how to effectively design a cd cover? Main aspects to consider?
Communication

I. Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Collaborate with peers and experts using a variety of digital environments and media
  - Read critically and for comprehension
  - Read a variety of sources for information and for pleasure
  - Make inferences and draw conclusions
  - Use and interpret a range of discipline-specific terms and symbols
  - Organize and depict information logically
  - Structure information in summaries, essays and reports

Social

II. Collaboration skills

- Practise empathy
- Take responsibility for one's own actions
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

IV. Affective skills

- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
  - Practise being aware of body–mind connections
- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to prevent and eliminate bullying
  - Practise strategies to reduce stress and anxiety
- Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
• Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
• Consider ethical, cultural and environmental implications
• Keep a journal to record reflections

Research

VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
• Present information in a variety of formats and platforms
• Collect and analyse data to identify solutions and make informed decisions
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Understand and use technology systems
• Identify primary and secondary sources

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)
• Understand the impact of media representations and modes of presentation
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Recognise unstated assumptions and bias
• Draw reasonable conclusions and generalizations
• Consider ideas from multiple perspectives
• Propose and evaluate a variety of solutions
• Identify obstacles and challenges
• Identify trends and forecast possibilities

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Create novel solutions to authentic problems
• Make unexpected or unusual connections between objects and/or ideas
• Design new machines, media and technologies
• Apply existing knowledge to generate new ideas, products or processes
• Practise visible thinking strategies and techniques
• Generate metaphors and analogies

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Apply skills and knowledge in unfamiliar situations
• Inquire in different contexts to gain a different perspective
• Make connections between subject groups and disciplines
• Combine knowledge, understanding and skills to create products or solutions
• Transfer current knowledge to learning of new technologies
**Unit Title**

**Paper Engineering**  
(4 weeks (12 hours))  
Authors:

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**Conceptual Understanding**

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**MYP Assessment Criteria**

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**Knowledge and Skills**

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**RE-INVENT and RE-USE**  
(4 weeks (8 hours))  
Authors: Nicola Roccatagliata

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**Key & Related Concepts**

- **Key Concepts**  
  - Perspective

- **Related Concepts**  
  - Design
  - Evaluation
  - Resources
  - Sustainability

---

**Global Context**

- **Globalization and sustainability**
  - Exploration to Develop: Consumption, conservation, natural resources and public goods

---

**Conceptual Understanding**

- In our time we throw away a lot of things, objects become old very fast and sometimes we don’t really appreciate what we have. Re invent a product using waste products that normally you would have thrown away, define a product made with that waste and demonstrate that you can reinvent and reuse.

---

**Statement of Inquiry:**

Through consciousness about sustainability and natural resources is possible to reinvent in an ethical way the products we use.

**Inquiry Questions:**

- **F**: What does it mean to have consciousness about the products we use and the wastes we produce?  
- **C**: How can we find the applications for old products and waste products?  
- **D**: Through appropriate information can society become more conscious about the opportunity to reinvent the products?

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**ATL**

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**MYP Assessment Criteria**  
- **B: Developing ideas, C: Creating the solution, D: Evaluating**

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**Knowledge and Skills**

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**MYP1 Maths & Arts UNIT5: Paper and Pencil**  
(4 weeks)

Authors: Lorenzo Caviglia, Federica Marzolo

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**Key & Related Concepts**

- **Key Concepts**  
  - Mathematics

- **Related Concepts**  
  - Mathematics
Global context

- Personal and cultural expression
  - Exploration to Develop:
    Metacognition and abstract thinking

Conceptual Understanding

Geometry is the study of Forms Represented in Space.

Statement of Inquiry:

Architecture and Design are direct applications of Mathematics in a real life situation.

Inquiry Questions:

- F: How do we find the area of a rectangle?
- D: Is there a "better" shape to use, when tessellating the plane?

Mathematics

D: Applying mathematics in real-life contexts
  - i. identify relevant elements of authentic real-life situations

Thinking

VIII. Critical thinking skills
  - Practise observing carefully in order to recognise problems
  - Recognise unstated assumptions and bias
  - Interpret data

Mathematics

D: Applying mathematics in real-life contexts
  - iii. apply the selected mathematical strategies successfully to reach a solution

ATL

Self-management

IV. Affective skills
  - Perseverance
    - Demonstrate persistence and perseverance
    - Practise delaying gratification

Design

C: Creating the solution
  - ii. demonstrate excellent technical skills when making the solution

Self-management

III. Organization skills
  - Bring necessary equipment and supplies to class

MYP Assessment Criteria

Interdisciplinary:
  - A: Disciplinary grounding

Mathematics:
  - A: Knowing and understanding
  - D: Applying mathematics in real-life contexts

Design:
  - C: Creating the solution

Arts:
  - A: Knowing and understanding

Knowledge and Skills

(Maths & Design) Points and Lines;
(Maths) Angles (Angles at a Point or on a Line);
(Maths) Vertically Opposite Angles;
(Maths & Design) Bisecting Angles;
Unit Title

Polygons;, (Maths) Triangles;, (Maths) Quadrilaterals;, (Design) Visual Language;, (Design) Tools Usage

CMYK, RGB and the process of communicating the graphic image. From cave painting to comic books. (8 weeks (2 hours))

Authors:

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Aesthetics</td>
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<td>Time, place and space</td>
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<td>Other</td>
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Key & Related Concepts

**Identities and relationships**
Why does CMYK work, why did we need it to work?

*Exploration to Develop:*
- Competition and cooperation; teams, affiliation and leadership
- Identity formation, self-esteem, status, roles and role models
- Physical, psychological and social development; transitions; health and well-being; lifestyle choices

**Global context**

*Orientation in space and time*
When did colour printing become widespread and what were the market forces that enabled widespread cheap quality printing in general

*Exploration to Develop:*
- Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange
- Scale, duration, frequency and variability
- Natural and human landscapes and resources

**Conceptual Understanding**

The related concept is that through history man has sought to communicate through the use of text and image and culturally these diverse progressions have coalesced in a global series of concepts and processes.

**Statement of Inquiry:**

Examine man's interest and exploration of image and type. How the alphabet has emerged from simple pictograms and how even today we as humans react to images instantly due to a universal graphic code that we all have to learn

**Inquiry Questions:**

- What were the key points along the timeline that have enabled man to communicate more clearly using image and text? HOW DID THE PRINTING PRESS CREATE A REVOLUTION AS IMPORTANT TO US NOW AS THE INTERNET?
EXPLORE 'INTERNATIONAL MUJI': WHY WAS MOVABLE TYPE KEY IN DISTRIBUTING INFORMATION TO THE MASSES?

How were the CMYK colours arrived at? What was the logic behind a very limited array of colours when producing widespread media?: The Ben Day dot was revolutionary, Why?

Why were comics produced so cheaply and what was the intended market: Emotions and movement were developed through visual narrative, Why?

**Design**

A: Inquiring and analysing
- iii. describe the main features of an existing product that inspires a solution to the problem

B: Developing ideas
- ii. present feasible design ideas, which can be correctly interpreted by others

C: Creating the solution
- ii. demonstrate excellent technical skills when making the solution

**Communication**

I. Communication skills
- Interpret and use effectively modes of non-verbal communication
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Organize and depict information logically

**Learning Experiences:**
comparing the process and the result. Ease of interpreting the rules of the process.

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**MYP Assessment Criteria**

A: Inquiring and analysing, B: Developing ideas

Students will be able to deconstruct imagery depending on the process they encounter. Once a process is learnt students start this process as the basis of their work. If one knows about the pantone system then colour becomes a series of codes and not a vague abstract description. Pantone blue is a definitive, blue in general is too broad as a descriptive command when designing, Students are aware of letterforms and type. They may not be aware of the history behind the progression and development of these texts. When exploring graphic work they will need to be aware of. Colour, The grid, type and design of letterforms. They will be required to combine these facts and think creatively and be aware of the positive relationships of all the different disciplines.

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**Ergonomics and Design**

(3 weeks (6 hours))

Authors: Nicola Roccatagliata

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**Key Concepts**

- Development
- Identity
- Systems

**Related Concepts**

- Design
  - Adaptation
  - Ergonomics

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**Identities and relationships**

- Exploration to Develop:
  - Physical, psychological and social development; transitions; health and well-being; lifestyle choices
Ergonomics is a crucial part of Design, considering its importance when designing products is essential to build a successful Design Cycle.

Statement of Inquiry:
Considering human factors when designing products is crucial to the development of a design that can make the life of the users simpler and safer.

Inquiry Questions:
F: What are the human factors that a designer should consider when designing a product?
C: How much the psychological considerations in the ergonomics field determine the success of a product?
D: Are the design products around us considering enough ergonomical issues or there is still work to do?

Key Concepts
- Aesthetics
- Communication
- Connections
- Creativity
- Culture
- Identity
- Logic
- Relationships
- Time, place and space

Related Concepts
- Design
  - Adaptation
  - Form
  - Function
  - Innovation
  - Invention

Global context
- Identities and relationships
  - Lettering and the concept of need and application.
    - Exploration to Develop:
      - Competition and cooperation; teams, affiliation and leadership
      - Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
      - Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

- Orientation in space and time
  - Pictograms, the rosetta stone, Guttenberg type and the idea of movable type
    - Exploration to Develop:
## Unit Title

Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange  
Epochs, eras, turning points and “big history”  
Natural and human landscapes and resources

### Personal and cultural expression
From the pictograms and codes of cavemen to the ipad and texting

### Exploration to Develop:
Artistry, craft, creation, beauty  
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

### Other
Bringing together alphabet design and how different fonts are created for different needs.

## Conceptual Understanding
How the grid enables designers to design all manner of typefaces from the simple structure using arcs, horizontal and vertical lines. Understanding symmetry and dimension when designing alphabet characters.

## Statement of Inquiry:
How are type faces designed and how, culturally has man learnt to communicate through the written word, pictograms and graphic codes

### Inquiry Questions:
- **F** How have alphabets come into global usage and are they changing with modern technology?: Are letters and text as important as the spoken words. Why do we have inflections and why and how did there become an agreement regarding the creation of the western/ eastern alphabet.
- **D** Can we further develop the alphabet?: How have each of the letters been ascribed a sound. Why are vowels so important?
- **C** What is a reading font? What is a display font. How do we design letters in dimension?: Why is the alphabet arranged from A-Z

## Design

- **A: Inquiring and analysing**  
  - iii. describe the main features of an existing product that inspires a solution to the problem

- **B: Developing ideas**  
  - ii. present feasible design ideas, which can be correctly interpreted by others

## Communication

- **I. Communication skills**  
  - Give and receive meaningful feedback  
  - Use intercultural understanding to interpret communication  
  - Use appropriate forms of writing for different purposes and audiences  
  - Negotiate ideas and knowledge with peers and teachers  
  - Make inferences and draw conclusions  
  - Understand and use mathematical notation  
  - Take effective notes in class

## Learning Experiences:
Becoming aware of the value of clarity when producing type.
Designing with reason and logic.
Understanding design parameters, once learned lead to broader creativity.

## MYP Assessment Criteria
- **A: Inquiring and analysing, B: Developing ideas**
How a definitive series of codes has been established and continues to be relevant and essential throughout history. Imagining a world without books, reading or knowledge?

Sciences (MYP 1)

MYP 1 Sciences UNIT 1: Zoom into life (10 weeks (30 hours))
Authors: Alice Delfino, Serena Salis

Key Concepts
- Identity

Related Concepts
- Sciences
  - Form
  - Patterns

Global context
- Identities and relationships

Conceptual Understanding
Understanding of common features and differences among living organisms leads to a better awareness of the concept of species and other ways of grouping living organisms.

Statement of Inquiry:
The investigation of common features and differences among living organisms leads to a better awareness of the concept of species and other ways of grouping living organisms.

Inquiry Questions:
- D: What is life?
- F: What are the features that characterize living organisms?
- F: What instruments do scientists have to investigate living organisms?
- C: What are the environmental characteristics that influence life?

ATL

A: Knowing and understanding
- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. interpret information to make scientifically supported judgments.

C: Processing and evaluating
- i. present collected and transformed data
- ii. interpret data and outline results using scientific reasoning
- iii. discuss the validity of a prediction based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

D: Reflecting on the impacts of science
- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of the use of science and its application in solving a specific problem or issue

Self-management

III. Organization skills
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

IV. Affective skills
Unit Title

• Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
  - Practise being aware of body–mind connections

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
• Keep a journal to record reflections

Learning Experiences:
After working in groups or doing specific activities students will be asked to write an entry regarding a reflection on their own management.

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Interpret data
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives
• Use models and simulations to explore complex systems and issues
• Identify trends and forecast possibilities

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make guesses, ask “what if” questions and generate testable hypotheses

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Inquire in different contexts to gain a different perspective

Learning Experiences:
Planning of laboratory experiences, writing of lab reports including processing and evaluation of data.

Writing reflections on their ATL journal.

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding, C: Processing and evaluating, D: Reflecting on the impacts of science</th>
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Knowledge and Skills

CONDUCT (20 weeks (60 hours))
Authors: Serena Salis

<table>
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<tr>
<th>Key &amp; Related Concepts</th>
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<tr>
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<td>Relationships</td>
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<td>• Balance</td>
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Global context

- Fairness and development
  - Exploration to Develop:
    - Inequality, difference and inclusion
    - Rights, law, civic responsibility and the public sphere
    - Justice, peace and conflict management
    - Authority, security and freedom

Conceptual Understanding

Statement of Inquiry:
Misbehaviour never helps a student to put all his/her efforts to succeed.

Inquiry Questions:
D: Could I be a not principled and balanced person in class while pretending to be a good student?

MYP Assessment Criteria

Knowledge and Skills

MYP1: ENG. UNIT 1 Communities
(12 weeks (50 hours))
Authors: Mark Ebury, Carole Stansfeld

Key Concepts
- Language acquisition: Phases 1-2
- Conventions
- Function
- Structure

Key & Related Concepts
- Individuals and societies: Geography
  - Causality (cause and consequence)
  - Patterns and trends

- Sciences
  - Environment
  - Movement

Global context

- Identities and relationships
  - Exploration to Develop:
    - Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Connections among between individuals, cultures and environments.

Statement of Inquiry:
People are connected through shared environments, cultures and groups or communities which shape individuals and give structure to daily activities, traditions and habits.

Inquiry Questions:
Everyday actions depend on shared habits in a community (family, school routine/responsibilities, schedules, meal times, etc): Factual—Who are the members in my family? Do all children attend school in my country? What time do Italians usually have dinner?
Different members of communities have various roles that effect the whole group.:

CONCEPTUAL: To what extent can individual actions influence communities? How are we connected to other groups/ environments?

DEBATABLE: Individual actions can be modified by community rules: Do group rules limit individual freedoms? Is it more important to keep a group safe than express individuality?

Studying the use of auxiliary verbs to create questions, the use of the QUASI formula in Object Questions, how to create Subject Questions: How to create questions
Language acquisition

A: Comprehending spoken and visual text
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- i. show understanding of messages, main ideas and supporting details in familiar situations
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions including aspects of format and style, and author's purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
- i. respond appropriately to simple short phrases
- ii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- iii. use language to suit the context.

Individuals and societies

A: Knowing and understanding
- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

B: Investigating
- i. explain the choice of a research question
- iii. collect and record relevant information consistent with the research question

C: Communicating
- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task

D: Thinking critically
- i. identify the main points of ideas, events, visual representation or arguments

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Take effective notes in class

Learning Experiences:

students do research on animal communities and prepare poster presentations in groups regarding migration. Students participate in the activity "Do you Speak Animal" at the Museum of Natural Science, carried out in English.

Social

II. Collaboration skills
- Practise empathy
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Make fair and equitable decisions
• Listen actively to other perspectives and ideas
• Encourage others to contribute
• Give and receive meaningful feedback

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data
• Draw reasonable conclusions and generalizations
• Consider ideas from multiple perspectives
• Propose and evaluate a variety of solutions
• Identify obstacles and challenges

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make guesses, ask “what if” questions and generate testable hypotheses

Language acquisition

A: Comprehending spoken and visual text
• i. identify basic facts, messages, main ideas and supporting details in everyday situations
• ii. recognize basic conventions
• i. show understanding of messages, main ideas and supporting details in familiar situations

B: Comprehending written and visual text
• i. identify basic facts, messages, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
• i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• iii. use language to suit the context.

Individuals and societies

A: Knowing and understanding
• i. use vocabulary in context

B: Investigating
• i. explain the choice of a research question

C: Communicating
• i. communicate information and ideas with clarity

D: Thinking critically
• i. identify the main points of ideas, events, visual representation or arguments

Sciences

A: Knowing and understanding
• i. outline scientific knowledge

B: Inquiring and designing
• i. outline an appropriate problem or research question to be tested by a scientific investigation

C: Processing and evaluating
• i. present collected and transformed data

D: Reflecting on the impacts of science
• i. summarize the ways in which science is applied and used to address a specific problem or issue

Communication

I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Write for different purposes
• Take effective notes in class
• Make effective summary notes for studying
• Use a variety of organizers for academic writing tasks
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media
• Structure information in summaries, essays and reports

Learning Experiences:

Learning experiences
• Grammar review (present tenses/adverbs of frequency) on the interactive whiteboard (teacher and students)
• Keep a diary and learn about classmates’ routines through role-play, question/answer interviews
• Basic Reading x phase 1/2 about Different routines in different countries
• Watch a documentary "Vado a Scuola" by Pascal Plisson
• Look up habits and routines around the world
• Work in groups to discuss common community aspects
• Engage with the graded reader "The Jungle Book" by R.Kipling
• Engage with the site regarding animal families related to Disney’s "The Jungle Book"
• "Do you Speak Animal" presentation at the Museum of Natural Science

Social

II. Collaboration skills
• Practise empathy
• Delegate and share responsibility for decision-making
• Take responsibility for one’s own actions
• Manage and resolve conflict and work collaboratively in teams
• Give and receive meaningful feedback

Learning Experiences:
• Students work in groups to create Zot’s world
• Students give an oral presentation of their part of the project
• Students give feedback to peers
• Students write an ATL journey entry about working with others

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives
IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Compare conceptual understanding across multiple subject groups and disciplines
• Make connections between subject groups and disciplines

Learning Experiences:
• Students investigate habits in other countries
• Students work in groups to create an alien’s world
• Students carry out presentations
students discuss different holiday traditions

Interdisciplinary:
- C: Communicating
- D: Reflecting

Language acquisition:
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text

Individuals and societies:
- C: Communicating

Sciences:
- A: Knowing and understanding
- B: Inquiring and designing
- C: Processing and evaluating

Present simple Adverbs of frequency
Prepositions of time
Days of the week/months of the year
Countries/nationalities
Adjectives/comparatives
computer use
The use of Auxiliary Verbs in Questions and negatives
When auxiliary verbs are required in questions: Subject/Object-based Questions: The QU-A-S-I formula.

MYP 1 Sciences English Unit 2:
Keep everything together: energy and living organisms in their environment. (6 weeks (18 hours))
Authors: Alice Delfino, Serena Salis, Elizabeth Coykendall Rice

Key Concepts
- Change

Related Concepts
- Sciences
  - Energy
  - Environment
- Language and literature
  - Character
  - Point of view

Globalization and sustainability

Global context
- Exploration to Develop: Human impact on the environment

Conceptual Understanding
Life on Earth is based on a delicate equilibrium reached through the pressure of evolution and adaptation. The understanding of this equilibrium leads to a deeper consciousness of our role in conservation of our environment and at the same time of how important is for the human being the challenge of adaptation to new environments and new cultures.

Statement of Inquiry:
Living organisms in their environment: living organisms are adapted according to their habitats, but thanks to migrations and other survival mechanisms they succeeded in adapting also to environments different from their original ones.
The Jungle Book: Can adaptation to an hostile environment be successful for a human being in our contemporary world?

A: Knowing and understanding
   i. outline scientific knowledge
   ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
   iii. interpret information to make scientifically supported judgments.

D: Reflecting on the impacts of science
   i. summarize the ways in which science is applied and used to address a specific problem or issue
   ii. describe and summarize the various implications of the use of science and its application in solving a specific problem or issue
   iii. apply scientific language effectively
   iv. document the work of others and sources of information used.

Communication
I. Communication skills
   • Use intercultural understanding to interpret communication
   • Use a variety of speaking techniques to communicate with a variety of audiences
   • Make inferences and draw conclusions
   • Write for different purposes
   • Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Thinking
VIII. Critical thinking skills
   • Practise observing carefully in order to recognise problems
   • Gather and organize relevant information to formulate an argument
   • Draw reasonable conclusions and generalizations
   • Test generalizations and conclusions

X. Transfer skills
   • Make connections between subject groups and disciplines

Learning Experiences:
Reflection on adaptation

Interdisciplinary:
• C: Communicating

Sciences:
• A: Knowing and understanding
• D: Reflecting on the impacts of science

Knowledge and Skills

MYP 1 Sciences Unit 2:
Chemistry: what are different materials made of?
(8 weeks (24 hours))
Authors: Alice Delfino, Serena Salis

Key Concepts
• Change

Related Concepts
• Sciences
  • Form
  • Transformation
**Global context**

**Scientific and technical innovation**

*Exploration to Develop:*

Systems, models, methods; products, processes and solutions

**Conceptual Understanding**

Studying the characteristics of matter and the changes it could undergo help us in understanding some important features of our world.

**Statement of Inquiry:**

A closer look to how matter is made and the changes it could undergo gives some explanations about behaviours of matter and the development of life on Earth.

**Inquiry Questions:**

F: What is matter made of?

C: Why materials have different behaviours?

D: Would life on Earth exist without water?

**ATL Sciences**

**B: Inquiring and designing**

- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations.

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and outline results using scientific reasoning
- iii. discuss the validity of a prediction based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

**Communication**

**I. Communication skills**

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Write for different purposes
- Understand and use mathematical notation
- Take effective notes in class

**Learning Experiences:**

Debates in class, lab activities and data evaluation

**Social**

**II. Collaboration skills**

- Manage and resolve conflict and work collaboratively in teams
- Negotiate effectively
- Encourage others to contribute

**Learning Experiences:**

Group activities

**Self-management**

**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines
- Keep and use a weekly planner for assignments
- Keep an organized and logical system of information files/notebooks

**Research**

**VI. Information literacy skills**

- Collect, record and verify data
Unit Title

• Make connections between various sources of information
• Process data and report results

Learning Experiences:
lab activities and data evaluation.

Thinking

VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Interpret data
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions

MYP Assessment Criteria

B: Inquiring and designing, C: Processing and evaluating

Knowledge and Skills

Particles theory and changes of state. Different properties of materials: metals and non-metals. Water as a liquid, solid and gas. The importance of water for plants The importance of water for animals The effects of water on Earth (weathering/erosion), Skills: design a scientific investigation in order to answer to a research question. Organize data in tables, process them and show the results in an appropriate format

MYP1 Maths & Sciences UNIT6: Statistics (3 weeks)
Authors: Lorenzo Caviglia

Key Concepts

Relationships

Related Concepts

Mathematics
• Presentation

Sciences
• Patterns

Global context

Scientific and technical innovation

Exploration to Develop:
Mathematical puzzles, principles and discoveries

Conceptual Understanding

Graphs are a way to Represent and identify Relationships or Patterns.

Statement of Inquiry:

Studying the basic elements of Statistics, we are able to better understand and interpret our world

Inquiry Questions:

F: what’s the definition of "average"?
D: Is the average value the only important data in a data set?

Mathematics

D: Applying mathematics in real-life contexts
• v. describe whether a solution makes sense in the context of the authentic real-life situation.

Thinking

VIII. Critical thinking skills
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations

Sciences
MYP 1 Sciences Unit 3: The history of Earth: rocks cycle and evolution of life.
(6 weeks (18 hours))
Authors: Alice Delfino, Serena Salis

Key & Related Concepts

**Key Concepts**
- Change

**Related Concepts**
- Sciences
  - Patterns
  - Transformation

Global context

**Scientific and technical innovation**

*Exploration to Develop:*
Systems, models, methods; products, processes and solutions
Opportunity, risk, consequences and responsibility

Conceptual Understanding

From the beginning of its life, our planet has been transforming itself moving its surface along patterns determined by the pressure of its inside.

Statement of Inquiry:

The always transforming patterns of the Earth crust have shaped our continents, affecting our lives with dramatic seismic events recalling to renewed strategies of emergency and advanced technologies to reduce if not prevent the worst damages to people and buildings.

**Inquiry Questions:**
- D: What do you find if you pick up a handful of earth?
- F: What is the structure of our planet?
- C: Which information can we find studying the inside of Earth?

ATL

**Sciences**

**A: Knowing and understanding**
- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
D: Reflecting on the impacts of science

- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Communication

I. Communication skills

- Read critically and for comprehension
- Write for different purposes

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Interpret data
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence

X. Transfer skills

- Make connections between subject groups and disciplines

Learning Experiences:

Reflection on implications of Earth’s changes

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding, D: Reflecting on the impacts of science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>The history of Earth: rocks cycle and evolution of life. Fossils and geological timescale. From mineral to rock, from rock to soil.</td>
</tr>
</tbody>
</table>

Chinese (MYP 1)

Unit Title

MYP1 NIHAO, CINA! 你好，中国！
(10 weeks (20 hours))
Authors: Pier Giorgio Giraudo

Key Concepts

- Communication
- Communities

Related Concepts

- Language acquisition: Phases 1-2
  - Accent
  - Conventions
  - Function

Personal and cultural expression

le idee culturali che sono alla base delle relazioni interpersonali tra cinesi. La società collettiva

Exploration to Develop:

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

gli studenti dovranno familarizzare con i sistemi culturali e linguistici cinesi.

Statement of Inquiry:  

Statement of Inquiry:
communicate properly according to the cultural and social settings can create good first impression and enhance mutual understanding

**Inquiry Questions:**

- **E**: What are the ways to greet someone new in Chinese?
- **D**: Do Chinese people tend to behave more proper and formal when they first meet someone?

---

**ATL**

**MYP Assessment Criteria**

- **C**: Communicating in response to spoken and/or written and/or visual text, **D**: Using language in spoken and/or written form

**Knowledge and Skills**

Knowledge & Skills: TBD

- come si salutano i cinesi.
- usi culturali nel modo di relazionarsi e conoscerci.
- i nomi cinesi.
- usi culturali.
- il Pinyin拼音 e gli altri sistemi di trascrizione.
- quattro toni.
- i primi elementi di scrittura cinese.
- l'ordine dei tratti.
- la struttura SVO e gli elementi grammaticali da posizionare.
- il lessico relativo ai saluti.
- le prime presentazioni: come ti chiami.
- le particella modali '呢、吗、把'
- i numeri e la data in cinese

---

**Sounds from China**

(1 week (8 hours))

**Authors**: Pier Giorgio Giraudo

**Key & Related Concepts**

- **Key Concepts**: Identity

**Global context**

- **Other**
  - LANGUAGE: how languages create different sounds

**Conceptual Understanding**

- are language sounds a way to understand a new culture?

**Statement of Inquiry**

- language are connected to cultural environments

**Inquiry Questions**

- **C**: Language sounds and cultural environment: Why Chinese express animal sounds in a different way?

---

**ATL**

**Communication**

1. Communication skills
   - Give and receive meaningful feedback
   - Make effective summary notes for studying

**MYP Assessment Criteria**

- **A**: Comprehending spoken and visual text, **B**: Comprehending written and visual text

**Knowledge and Skills**
Unit Title

MYP 1 Interdisciplinary Unit: Cultural Identity and traditions (3 weeks)
Authors: Elizabeth Coykendall Rice, Elena Carrara, Esther Celli

### Key & Related Concepts

#### Key Concepts
- Communities

#### Related Concepts
- Individuals and societies:
  - Culture
  - Identity
- Arts: Visual arts:
  - Expression
  - Presentation
- Arts:
  - Expression
  - Genre

### Global context

#### Identities and relationships

Visual arts: We are engaged in this enquiry to make Christmas Cards for the local children's hospital and to learn about the different ways in which different religious groups visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support, they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping each other to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.

Music: Students will understand how to communicate and express themselves through the performance of Christmas songs. Music is a universal language and a perfect means to communicate the Christmas spirit all over the world.

#### Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

### Conceptual Understanding

All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. "Us" refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

Art:
Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words

Geography:
Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.

Music:
Students will learn how to perform some traditional Christmas songs on the keyboard.

### Statement of Inquiry:

The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

**Inquiry Questions:**

- **F**: In what ways do different religions and cultures express their faith?
- **C**: What similarities exist between the celebrations of the different cultures and religions at this time of year?
Unit Title

E: What specific foods and traditions are represented in the various cultures and traditions?
C: Why do different cultures and religions celebrate at this time of year?
D: What best represents the holiday season?

ATL

Interdisciplinary:
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

Individuals and societies:
- A: Knowing and understanding
- B: Investigating
- C: Communicating
- D: Thinking critically

Arts:
- B: Developing skills
- C: Thinking creatively
- D: Responding

MYP Assessment Criteria

Knowledge and Skills
Names of holidays and some basic information on traditions of different cultures Music and lyrics of songs Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.

MYP1 UNIT INTERDISCIPLINARE
NIAN E MITI DEL MONDO 年与世上的传说 (2 weeks)
Authors: Pier Giorgio Giraudo, Erika Taretto

Key Concepts
- Culture
- Perspective

Related Concepts
- Language acquisition: Phases 1-2
  - Form
  - Function
  - Message

Global context
- Exploration to Develop:
  Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding
- come diverse prospettive culturali diano vita a miti dalla forma simile dal messaggio differente

Statement of Inquiry:
- attraverso il mito capiamo meglio le altre culture

Inquiry Questions:
- D: I miti e le principali feste e celebrazioni occidentali e cinesi: cosa ci dicono i miti delle diverse culture?
VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Evaluate evidence and arguments
- Formulate factual, topical, conceptual and debatable questions

X. Transfer skills
- Change the context of an inquiry to gain different perspectives

MYP Assessment Criteria

Language acquisition:
- A: Comprehending spoken and visual text
- C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills

- la festa di primavera e la festa delle lanterne
- la leggenda di nian
- l'importanza del colore rosso per i cinesi
- usi e costumi della festa
- i ravioli e il cibo nella tavola dei cinesi
- le espressioni collegate al tempo: le parti della giornata e la loro collocazione nella struttura SVO
- l'ora in cinese
- i giorni della settimana e i mesi
- come si chiede l'età in cinese

tangram (3 weeks)
Authors: Pier Giorgio Giraudo

MYP Assessment Criteria

Knowledge and Skills

TANGRAM (15 weeks (21 hours))
Authors: Pier Giorgio Giraudo

Key Concepts
- Culture
- Perspective

Related Concepts
- Language acquisition: Phases 3-4
  - Function
  - Point of view
  - Structure

Global context
- Exploration to Develop:
  Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Conceptual Understanding

Statement of Inquiry:
lo sviluppo dei giochi come il tangram rispecchia la struttura della lingua cinese

Inquiry Questions:
- La logica del tangram e la logica della lingua cinese sono collegate?: come il tangram rappresenta il modo di pensare dei cinesi?

Thinking
VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
Unit Title

- Consider ideas from multiple perspectives

Learning Experiences:

I’utilizzo del tangram, rivela la logica di composizione dei caratteri rendendoli meno lontani e nello stesso tempo permette di familiarizzare con il pensiero logico cinese

MYP Assessment Criteria B: Comprehending written and visual text, D: Using language in spoken and/or written form

Knowledge and Skills - il tangram - il pensiero cinese - la nascita del mondo secondo i cinesi - ilmito di pan gu - i radical - la divisione del carattere secondo la composizione logica - acquisizione dei caratteri HSK2

CHINESE MATH IS NOT ON PAPER! A CHALLENGE!
(1 week (10 hours))
Authors: Pier Giorgio Giraudo, Manuel Monteverde

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

BAOZI e JIAOZI
(8 weeks (15 hours))
Authors: Pier Giorgio Giraudo

Key Concepts

Communication
Connections

Related Concepts

Language acquisition: Phases 1-2
- Audience
- Context
- Word choice

Global context

Identities and relationships
il cibo le l’identità personale. come l’etichetta coinvolga il modo di sentire i rapporti in diverse culture

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

gli studenti dovranno sviluppare la capacità di capire contestualmente dei messaggi culturali riguardanti l’etichetta cinese e i rapporti interpersonali

Statement of Inquiry:

Il cibo come veicolo d’informazioni culturali

Inquiry Questions:

D come gli usi culturali influenzano il nostro modo di relazionarci con gli altri?: come si comportano i cinesi a tavola?

ATL

Communication
Unit Title

I. Communication skills
   • Use a variety of speaking techniques to communicate with a variety of audiences
   • Interpret and use effectively modes of non-verbal communication

Learning Experiences:

gli studenti sperimenteranno in classe alcune situazioni dove dovranno essere capaci di
gestire le diverse modalità nelle quali si applica l'etichetta cinese. il risultato nella prova
sommativa sarà l'uso concreto (ad esempio al ristorante) di queste modalità culturali.

Social

II. Collaboration skills
   • Practise empathy
   • Manage and resolve conflict and work collaboratively in teams

Learning Experiences:

attraverso la sperimentazione dell'etichetta cinese a tavola, dovranno essere in grado di
tirare l'attenzione gli uni verso gli altri mentre si mangia (esattamente come si fa in
china) e saper gestire discussioni che possono nascere dall'uso scorretto dell'etichetta.

MYP Assessment Criteria

A: Comprehending spoken and visual text, C: Communicating in response to
spoken and/or written and/or visual text

Knowledge and Skills

Knowledge and Skills

MYP1 FAMIGLIA CINESE vs
FAMIGLIA ITALIANA
(10 weeks (20 hours))
Authors: Pier Giorgio Giraudo

Key & Related Concepts

Key Concepts
Language acquisition: Phases 1-2
Connections
• Conventions
Systems
• Patterns
• Structure

Global context

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:

Family relationship can be different in different culture contexts

Inquiry Questions:

F : What are the differences in families belong to other cultures?
D : Why do the Chinese show great respect for their elderly in the family?
D : Are Italian and Chinese family relationships different?

ATL

VI. Information literacy skills

Research
• Collect, record and verify data
VII. Media literacy skills
   • Make informed choices about personal viewing experiences
Learning Experiences:
   l'indagine sulle due tipologie familiari, le ricerche collegate a questo argomenti sviluppano le competenze nella capacità di gestire i dati e le informazioni

MYP Assessment Criteria
   C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
   . tipologia della famiglia cinese . rapporti tra i familiari . etichetta sociale . confronto tra le diversi sistemi familiari . i componenti della famiglia 妈妈、爸爸、哥哥、姐姐、妹妹 弟弟、 奶奶、爷爷、姥姥、老公 . la costruzione d'evidenza 是。。。的 . l'uso di ZAI 在 avverbiale

ghfhtgj (1 week (5 hours))
Authors: Pier Giorgio Giraudo

TEATRO CINESE E COLORI
(3 weeks)
Authors: Pier Giorgio Giraudo

English (MYP 1)

MYP1: ENG. UNIT 1 Communities
(12 weeks (50 hours))
Authors: Mark Ebury, Carole Stansfeld

Key Concepts
   Connections

Key & Related Concepts

Related Concepts
   Language acquisition: Phases 1-2
   • Conventions
   • Function
   • Structure
   Individuals and societies: Geography
   • Causality (cause and consequence)
   • Patterns and trends
   Sciences
   • Environment
   • Movement

Global context
   Identities and relationships
**Unit Title**

流感 to Develop:
Identity formation, self-esteem, status, roles and role models

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### Conceptual Understanding

**Connections among between individuals, cultures and environments.**

**Statement of Inquiry:**

People are connected through shared environments, cultures and groups or communities which shape individuals and give structure to daily activities, traditions and habits.

**Inquiry Questions:**

1. **Everyday actions depend on shared habits in a community (family, school routine/responsibilities, schedules, meal times, etc):** Factual—Who are the members in my family? Do all children attend school in my country? What time do Italians usually have dinner?

2. **Different members of communities have various roles that effect the whole group:** CONCEPTUAL: To what extent can individual actions influence communities? How are we connected to other groups/environments?

3. **Individual actions can be modified by community rules:** DEBATABLE: Do group rules limit individual freedoms? is it more important to keep a group safe than express individuality?

4. **Studying the use of auxiliary verbs to create questions, the use of the QUASI formula in Object Questions, how to create Subject Questions:** How to create questions

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### Language acquisition

**A: Comprehending spoken and visual text**

- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. show understanding of messages, main ideas and supporting details in familiar situations
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

**B: Comprehending written and visual text**

- i. identify basic facts, messages, main ideas and supporting details
- ii. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author’s purpose for writing

**C: Communicating in response to spoken and/or written and/or visual text**

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
- iii. use phrases to communicate ideas, feelings and information in familiar situations

**D: Using language in spoken and/or written form**

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- iii. use language to suit the context.

---

### Individuals and societies

**A: Knowing and understanding**

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

**B: Investigating**

- i. explain the choice of a research question
• iii. collect and record relevant information consistent with the research question

C: Communicating
• i. communicate information and ideas with clarity
• ii. organize information and ideas effectively for the task

D: Thinking critically
• i. identify the main points of ideas, events, visual representation or arguments

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Interpret and use effectively modes of non-verbal communication
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Take effective notes in class

Learning Experiences:
students do research on animal communities and prepare poster presentations in
groups regarding migration. Students participate in the activity "Do you Speak Animal"
at the Museum of Natural Science, carried out in English.

Social
II. Collaboration skills
• Practise empathy
• Take responsibility for one’s own actions
• Manage and resolve conflict and work collaboratively in teams
• Make fair and equitable decisions
• Listen actively to other perspectives and ideas
• Encourage others to contribute
• Give and receive meaningful feedback

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data
• Draw reasonable conclusions and generalizations
• Consider ideas from multiple perspectives
• Propose and evaluate a variety of solutions
• Identify obstacles and challenges

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make guesses, ask “what if” questions and generate testable hypotheses

Language acquisition
A: Comprehending spoken and visual text
• i. identify basic facts, messages, main ideas and supporting details in everyday situations
• ii. recognize basic conventions
• i. show understanding of messages, main ideas and supporting details in familiar situations

B: Comprehending written and visual text
• i. identify basic facts, messages, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
• i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
Unit Title

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- iii. use language to suit the context

Individuals and societies

A: Knowing and understanding
- i. use vocabulary in context

B: Investigating
- i. explain the choice of a research question

C: Communicating
- i. communicate information and ideas with clarity

D: Thinking critically
- i. identify the main points of ideas, events, visual representation or arguments

Sciences

A: Knowing and understanding
- i. outline scientific knowledge

B: Inquiring and designing
- i. outline an appropriate problem or research question to be tested by a scientific investigation

C: Processing and evaluating
- i. present collected and transformed data

D: Reflecting on the impacts of science
- i. summarize the ways in which science is applied and used to address a specific problem or issue

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Structure information in summaries, essays and reports

Learning Experiences:

Learning experiences

- Grammar review (present tenses/adverbs of frequency) on the interactive whiteboard (teacher and students)
- Keep a diary and learn about classmates' routines through role-play, question/answer interviews
- Basic Reading x phase 1/2 about Different routines in different countries
- Watch a documentary "Vado a Scuola" by Pascal Plisson
- look up habits and routines around the world
- work in groups to discuss common community aspects
- Engage with the graded reader "The Jungle Book" by R.Kipling
- Engage with the site regarding animal families related to Disney's "The Jungle Book"
- "Do you Speak Animal" presentation at the Museum of Natural Science

Social

II. Collaboration skills
- Practise empathy
- Delegate and share responsibility for decision-making
- Take responsibility for one's own actions
• Manage and resolve conflict and work collaboratively in teams
• Give and receive meaningful feedback

Learning Experiences:
• students work in groups to create Zot's world
• students give an oral presentation of their part of the project
• students give feedback to peers
• students write an ATL journey entry about working with others

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Compare conceptual understanding across multiple subject groups and disciplines
• Make connections between subject groups and disciplines

Learning Experiences:
• students investigate habits in other countries
• students work in groups to create an alien’s world
• students carry out presentations
• students discuss different holiday traditions

Interdisciplinary:
• C: Communicating
• D: Reflecting

Language acquisition:
• A: Comprehending spoken and visual text
• B: Comprehending written and visual text
• C: Communicating in response to spoken and/or written and/or visual text

Individuals and societies:
• C: Communicating

Sciences:
• A: Knowing and understanding
• B: Inquiring and designing
• C: Processing and evaluating

Knowledge and Skills
Present simple Adverbs of frequency Prepositions of time Days of the week/months of the year Countries/nationalities Adjectives/comparatives computer use , The use of Auxiliary Verbs in Questions and negatives When auxiliary verbs are required in questions: Subject/Object-based Questions: The QU-A-S-I formula.

MYP1: ENG. Unit 2 Who are you?
(11 weeks (55 hours))
Authors: Mark Ebury, Carole Stansfeld

Key Concepts

Related Concepts
• Language acquisition: Phases 1-2
  • Form
  • Purpose
Personal and cultural expression

*Exploration to Develop:*
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

We are all connected through language, literature and our understanding of the world around us.

**Statement of Inquiry:**

How are we connected through our language, our literature and our understanding of our world?

**Inquiry Questions:**

- E: How do we connect ideas in language?
- C: How does literature connect with our world and how we understand the world?

**Language acquisition**

**A: Comprehending spoken and visual text**
- i. show understanding of messages, main ideas and supporting details in familiar situations

**B: Comprehending written and visual text**
- i. identify basic facts, main ideas and supporting details, and draw conclusions

**C: Communicating in response to spoken and/or written and/or visual text**
- i. respond appropriately to spoken, written and visual text in a limited range of familiar situations

**D: Using language in spoken and/or written form**
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

**Communication**

i. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication

**Social**

ii. Collaboration skills
- Use social media networks appropriately to build and develop relationships

**Self-management**

iii. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)

**Research**

vi. Information literacy skills
- Access information to be informed and inform others

**Thinking**

viii. Critical thinking skills
- Practise observing carefully in order to recognise problems

ix. Creative thinking skills
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

x. Transfer skills
- Make connections between subject groups and disciplines

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form
Understanding of phrasal verbs, Using their literature as a basis, students will investigate possible outcomes using their geographical knowledge base.

**MYP1: ENG Unit 2: Change**
*(People in time)* MYP 1 2016/17
*(12 weeks (50 hours))*
**Authors:** Mark Ebury, Carole Stansfeld

**Key Concepts**
- Change

**Related Concepts**
- Language acquisition: Phases 1-2
- Meaning
- Patterns
- Purpose

**Global context**
- Exploration to Develop:
  - Epochs, eras, turning points and "big history"

**Conceptual Understanding**
Understanding history can aid comprehension of current issues and situations, helping to UNDERSTAND how important individual and global changes effect people in time.

**Statement of Inquiry:**
- Historical events and changes effect individuals and populations in time.

**Inquiry Questions:**
- **C** People are effected by personal and global historical changes/events: How do changes in time effect people and populations?
- **F** Certain characteristics and living conditions are related to historical eras: What characteristics and living conditions are associated with specific historical eras (the Elizabethan era)?
- **D** Historical events change individuals and populations: Have changes in time (in health care, science, technology) improved life?

**Language acquisition**

**A: Comprehending spoken and visual text**
- i. show understanding of messages, main ideas and supporting details in familiar situations
- ii. recognize basic conventions

**B: Comprehending written and visual text**
- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author's purpose for writing

**C: Communicating in response to spoken and/or written and/or visual text**
- i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
- ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
- iii. use phrases to communicate ideas, feelings and information in familiar situations

**D: Using language in spoken and/or written form**
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

**ATL**

**Communication**
- i. Communication skills
- Give and receive meaningful feedback
- Interpret and use effectively modes of non-verbal communication
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure

**Learning Experiences:**

Students work in groups on a migration project.

Students read the phase 1 version of The Jungle Book by Kipling

- **Research**
  - **VI. Information literacy skills**
    - Use memory techniques to develop long-term memory
  - **VII. Media literacy skills**
    - Make informed choices about personal viewing experiences

- **Thinking**

  - **Language acquisition**
    - **A: Comprehending spoken and visual text**
      - i. identify basic facts, messages, main ideas and supporting details in everyday situations
      - ii. recognize basic conventions
      - iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
      - i. show understanding of messages, main ideas and supporting details in familiar situations
      - ii. recognize basic conventions
    - **B: Comprehending written and visual text**
      - i. identify basic facts, messages, main ideas and supporting details
    - **C: Communicating in response to spoken and/or written and/or visual text**
      - i. respond appropriately to simple short phrases
      - ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
      - iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
      - i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
      - ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
      - iii. use phrases to communicate ideas, feelings and information in familiar situations
    - **D: Using language in spoken and/or written form**
      - i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

- **Social**

  - **II. Collaboration skills**
    - Delegate and share responsibility for decision-making
    - Help others to succeed
    - Take responsibility for one's own actions
    - Listen actively to other perspectives and ideas
    - Encourage others to contribute
    - Give and receive meaningful feedback

  - **Learning Experiences:**
    - group project regarding habitats

- **Self-management**

  - **III. Organization skills**
    - Plan short- and long-term assignments; meet deadlines
    - Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks
• Select and use technology effectively and productively

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
  - Practise being aware of body–mind connections
• Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification
• Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to prevent and eliminate bullying
  - Practise strategies to reduce stress and anxiety
• Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
• Keep a journal to record reflections

Communication

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills
students study past tenses and read to acquire the necessary vocabulary. They look up historical issues to engage with the unit.

Wellness 2016/17
(12 weeks (50 hours))
Authors: Mark Ebury, Carole Stansfeld

Key & Related Concepts

Key Concepts

Global context

Fairness and development
Exploration to Develop:
Rights, law, civic responsibility and the public sphere

Conceptual Understanding
Relationships between people and environments can be noted when investigating physical, cultural and social needs
Statement of Inquiry:
To what extent does wellness depend on individual, social and global contexts?

Inquiry Questions:

F The satisfaction of basic needs affects wellness for individuals and societies: What is a healthy diet/nutrition for adolescents in Italy?

C Sports and collective activities require rules: to what extent is respecting the rules and fair play important in sports?

D Too many rules and regulations may limit freedom: Would fewer rules and regulations at school lead to more chaos?

Language acquisition

A: Comprehending spoken and visual text
   • i. identify basic facts, messages, main ideas and supporting details in everyday situations
   • ii. recognize basic conventions
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
   • i. identify basic facts, messages, main ideas and supporting details
   • ii. recognize basic aspects of format and style, and author's purpose for writing
   • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
   • i. respond appropriately to simple short phrases
   • ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language

D: Using language in spoken and/or written form
   • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Communication

I. Communication skills
   • Give and receive meaningful feedback
   • Use intercultural understanding to interpret communication
   • Read a variety of sources for information and for pleasure
   • Take effective notes in class
   • Organize and depict information logically
   • Structure information in summaries, essays and reports

Learning Experiences:

Wellness week activities, weekly dairy of eating/sleeping/exercise habits

Social

II. Collaboration skills
   • Use social media networks appropriately to build and develop relationships
   • Practise empathy
   • Delegate and share responsibility for decision-making
   • Help others to succeed
   • Take responsibility for one’s own actions
   • Manage and resolve conflict and work collaboratively in teams
   • Encourage others to contribute
   • Exercise leadership and take on a variety of roles within groups
   • Give and receive meaningful feedback

Learning Experiences:

students work in groups, present posters and actively listen

Self-management

V. Reflection skills
   • Develop new skills, techniques and strategies for effective learning
   • Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
• Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
• Consider ethical, cultural and environmental implications
• Keep a journal to record reflections

Learning Experiences:
students write in their journals daily

Thinking
VIII. Critical thinking skills
  • Practise observing carefully in order to recognise problems
  • Gather and organize relevant information to formulate an argument
  • Interpret data
  • Evaluate and manage risk
  • Consider ideas from multiple perspectives
  • Identify obstacles and challenges
  • Identify trends and forecast possibilities

IX. Creative thinking skills
  • Use brainstorming and visual diagrams to generate new ideas and inquiries
  • Make guesses, ask “what if” questions and generate testable hypotheses

X. Transfer skills
  • Utilize effective learning strategies in subject groups and disciplines
  • Make connections between subject groups and disciplines

Learning Experiences:
students investigate cases of “non-wellness” such as child obesity

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills
Students must be familiar with Maslow’s hierarchy of needs, Modal verbs, first conditional

MYP1: ENG. UNIT 3 Change and Consequences
(12 weeks (45 hours))
Authors: Mark Ebury, ManageBac Support, Carole Stansfeld

Key Concepts
Change

Key & Related Concepts

Related Concepts
Language acquisition: Phases 1-2
  • Conventions
  • Meaning
Language acquisition: Phases 3-4
  • Conventions
  • Meaning
Individuals and societies: Geography
  • Causality (cause and consequence)

Global context
Globalization and sustainability
English: Man's interaction with nature and environment; literature as a way to see our interconnectedness; tensions in communities

**Exploration to Develop:**
Human impact on the environment

**Conceptual Understanding**

In English grammar, students need to be able to express the possible consequences of human actions and reactions and be able to describe these transformations and communicate them through the correct usage of verb tenses.

In Literature, students need to be able to express possible consequences of characters in two novels, *Holes* by Louis Sachar and *Trash* by Andy Mulligan, to help them better understand choices and decisions, also for their own lives.

In Geography, what are the relationships between Man and Nature and what are the consequences of this interaction and exchange, both in its positive and negative consequences.

**Statement of Inquiry:**

This unit focuses on the theme of change and consequences, tying in nicely with the three books chosen: "Holes" and "A Long Walk to Water" and "The Green Bicycle" and explores the role change and consequence have in the literature studied and in our world.

**Inquiry Questions:**

D: If is the biggest word in English. Learning to express "what happens if" opens up a world of opportunities to students to express themselves in various disciplines. If is connected to probability but no one knows the future so if statements can never be proven knowledge of conditional tenses; How do I express 'what happens if...' in the English language?

D: How can I talk/write about how character's change due to actions in the text? How does the interconnectedness of the characters' lives affect the community and society?

C: How can I express consequences and the impact of man on his environment?

**Language acquisition**

**B: Comprehending written and visual text**
- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing

**C: Communicating in response to spoken and/or written and/or visual text**
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

**D: Using language in spoken and/or written form**
- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices

**Individuals and societies**

**A: Knowing and understanding**
- i. use a range of terminology in context

**C: Communicating**
- i. communicate information and ideas in a way that is appropriate for the audience and purpose

**Communication**

**I. Communication skills**
- Use a variety of speaking techniques to communicate with a variety of audiences
- Read critically and for comprehension

**MYP Assessment Criteria**

**Interdisciplinary:**
Unit Title

- A: Disciplinary grounding

Language acquisition:
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Individuals and societies:
- A: Knowing and understanding
- B: Investigating
- C: Communicating
- D: Thinking critically

Knowledge and Skills

English B Literature Reading • Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text • Deduce, infer or interpret information, events or ideas from texts • Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level • Explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level • Identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader • Relate texts to their social, cultural and historical traditions

Speaking and listening • Talking with others • Talking within role-play and drama

Writing • Write imaginative, interesting and thoughtful texts • Produce texts which are appropriate to task, reader and purpose • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Construct paragraphs and essays and use cohesion within and between paragraphs • Vary sentences for clarity, purpose and effect

wellness 2016/2017 (12 weeks)
Authors: Mark Ebury, Carole Stansfeld

French (MYP 1)

Unit Title

Mes camarades et moi
(13 weeks (16 hours))
Authors: Chiara Lanciano

Key & Related Concepts

Key Concepts
- Culture
- Identity

Related Concepts
- Language acquisition: Phases 1-2
  - Context
  - Conventions
  - Function

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Comment affronter une nouvelle langue?
Statement of Inquiry:
Le lien entre la langue maternelle et d’autres langues permet aux individus de développer des compétences et des connaissances linguistiques et de maîtriser de nouvelles langues.

Inquiry Questions:
C : Quelle(s) méthode(s) puis-je adopter pour améliorer l’apprentissage d’une nouvelle langue comme le français?
F : Où parle-t-on le français dans le monde?
D : Dans quelle mesure le fait d’apprendre et de parler d’autres langues peut-il enrichir nos compétences et nos connaissances sur notre propre langue maternelle?

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Interpret and use effectively modes of non-verbal communication

Social
II. Collaboration skills
• Manage and resolve conflict and work collaboratively in teams

Self-management
III. Organization skills
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning

Learning Experiences:
On réfléchira sur la nécessité d’avoir toujours à portée de main son propre matériel et sur l’importance de bien organiser son cahier pour pouvoir mieux apprendre. La tenue des cahiers des élèves sera vérifiée: utilisent-ils des couleurs, mettent-ils en évidence les choses importantes?

Thinking
IX. Creative thinking skills
• Make unexpected or unusual connections between objects and/or ideas

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Se présenter Les nombres de 0 à 69 L’alphabet français La francophonie (chanson) Le lexique de l’école (le matériel) Les matières à l’école Demander quelque chose en classe L’école en France et en Italie Les jours et les mois de l’année Se décrire, décrire quelqu’un Le lexique de la famille Inviter quelqu’un à un anniversaire Écrire un carton d’invitation Souhaiter un bon anniversaire Décrire et donner un avis sur un look Les prénoms français typiques Exprimer la date , Les articles définis et indéfinis C’est/ il est La formation du féminin et du pluriel Les verbes du premier groupe en -er les verbes être et avoir les adjectifs possessifs Les adjectifs interrogatifs La négation Le verbe aller C’est/ ce sont La phrase interrogative Les articles contractés

C’est la rentrée (10 weeks)
Authors: Chiara Lanciano

Key & Related Concepts

Key Concepts
Culture

Related Concepts
Language acquisition: Phases 1-2
• Context
• Conventions
Orientation in space and time

Exploration to Develop:
Peoples, boundaries, exchange and interaction

Nous découvrirons qu’apprendre une nouvelle langue c’est aussi apprendre à connaître une culture et ses conventions

Statement of Inquiry:
La rentrée des classes dans une nouvelle école requiert de s’interroger sur son nouvel environnement afin de pouvoir s’y intégrer de la meilleure des façons.

Inquiry Questions:

F : Comment organiser mon matériel et mon temps de travail?
C : Comment s’intégrer de la meilleure façon?
D : Que veut dire être "openminded"?

Language acquisition
A: Comprehending spoken and visual text
  • i. identify basic facts, messages, main ideas and supporting details in everyday situations

B: Comprehending written and visual text
  • i. identify basic facts, messages, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text
  • i. respond appropriately to simple short phrases

D: Using language in spoken and/or written form
  • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Communication
I. Communication skills
  • Give and receive meaningful feedback
  • Collaborate with peers and experts using a variety of digital environments and media
  • Take effective notes in class
  • Use a variety of organizers for academic writing tasks

Social
II. Collaboration skills
  • Practise empathy

Self-management
III. Organization skills
  • Plan short- and long-term assignments; meet deadlines
  • Create plans to prepare for summative assessments (examinations and performances)
  • Keep and use a weekly planner for assignments
  • Bring necessary equipment and supplies to class
  • Keep an organized and logical system of information files/notebooks

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lessico: alfabeto, oggetti della classe, colori, sensazioni, nazionalità, i numeri da 0 a 100, i giorni della settimana, l’indirizzo, i luoghi della città, Communication: salute e congediarsi, presentarsi, presenatamente dire come si sta, chiedere e dire la nazionalità e l’età, dire dove si va e dai dove si viene, dove si abita, Grammatica: articoli determinativi e indeterminativi, verbi etre e avoir, all’er e venir, pronomi soggetto, femminile e plurale dei nomi e degli aggettivi, l’interrogazione, le preposizioni articolate, Culture: la scuola in Francia, le vacanze, i luoghi mitici di Parigi
Unit Title

Je vous présente mes proches
(13 weeks)
Authors: Chiara Lanciano

Key Concepts
Communication

Related Concepts
Language acquisition: Phases 1-2
• Meaning
• Patterns

Identities and relationships

Global context
Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:
La proximité et l'identité de notre entourage, famille et amis en dit beaucoup sur nous

Inquiry Questions:
F: Qui suis-je, le sais-je?
C: Comment concilier famille et école?
D: Que veut dire être "caring", être bienveillant?

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lessico: descrizione fisica e di carattere, hobbies, animali di compagnia, mesi dell'anno, la famiglia, Communicazione: descrivere l'aspetto fisico e il carattere, esprimere i propri gusti, descrivere famiglia e animali, chiedere e dire la data, Grammatica: la forma negativa, verbi del primo gruppo, pronomi tonici, qualche preposizione, aggettivi possessivi, verbi in -cer, la causa; pourquoi/ parce que, Culture: le feste tradizionali, la protezione degli animali, la Francia e i suoi simboli

MYP 1 Interdisciplinary Unit:
Cultural Identity and traditions
(3 weeks)
Authors: Elizabeth Coykendall Rice, Elena Carrara, Esther Celli

Key Concepts
Communities

Related Concepts
Individuals and societies
• Culture
• Identity
Arts: Visual arts
• Expression
• Presentation
Arts
• Expression
• Genre

Identities and relationships

Global context
Visual arts: We are engaged in this enquiry to make Christmas Cards for the local children’s hospital and to learn about the different ways in which different religious groups visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support, they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping each other to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.

Music: Students will understand how to communicate and express themselves through the performance of Christmas songs. Music is a universal language and a perfect means to communicate the Christmas spirit all over the world.

Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Conceptual Understanding
All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. “Us” refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

Art:
Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words

Geography:
Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.

Music:
Students will learn how to perform some traditional Christmas songs on the keyboard.

Statement of Inquiry:
The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

Inquiry Questions:
F: In what ways do different religions and cultures express their faith?
C: What similarities exist between the celebrations of the different cultures and religions at this time of year?
F: What specific foods and traditions are represented in the various cultures and traditions?
C: Why do different cultures and religions celebrate at this time of year?
D: What best represents the holiday season?

ATL

MYP Assessment Criteria
Interdisciplinary:
• A: Disciplinary grounding
• B: Synthesizing
• C: Communicating
• D: Reflecting

Individuals and societies:
• A: Knowing and understanding
• B: Investigating
• C: Communicating
• D: Thinking critically
Unit Title

**Arts:**
- B: Developing skills
- C: Thinking creatively
- D: Responding

### Knowledge and Skills
Names of holidays and some basic information on traditions of different cultures
Music and lyrics of songs
Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques.
Music: music notation knowledge, knowing how to play the keyboard and therefore read music.

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**Les festivités de famille en France et dans le reste de la Francophonie (18 semaines (20 heures))**
*Authors: Chiara Lanciano*

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<th>Key Concepts</th>
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### Key & Related Concepts

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### Conceptual Understanding

**La connaissance de la langue est liée de très près à celle de la culture d’un pays**

**Statement of Inquiry:**

Les célébrations reflètent la culture et l’héritage au sein de la famille et de la communauté. Ils font partie de l‘identité individuelle et nationale et peuvent changer de pays à pays tout en gardant des connections interculturelles et des valeurs communes.

**Inquiry Questions:**

- **F**: Qu‘est-ce qu‘une célébration? Comment fete-t-on Noel en France? et en Suisse? comment presente-t-on ses vex pour un anniversaire?
- **D**: Comment peut-on justifier l‘existence de la fete de Noel au 21ème siècle? Comment les célébrations permettent-elles de rapprocher les personnes les unes des autres?

### Communication

1. Communication skills
   - Use appropriate forms of writing for different purposes and audiences
   - Negotiate ideas and knowledge with peers and teachers
   - Write for different purposes

### ATL

**Research**

6. Information literacy skills
   - Collect, record and verify data

7. Media literacy skills
   - Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

### MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

### Knowledge and Skills

- Les fetes de famille
- Le vocabulaire de la famille
- L’arbre généalogique
- Les fetes de Noel
- L’expression de la quantité
- Les cadeaux
- Les couleurs
- Décire des objets
- Quelques fetes françaises et francophones
- Les loisirs et les activités
- Le corps humain
- Les loisirs à la mode
Bienvenue chez moi (15 weeks)
Authors: Chiara Lanciano

Key Concepts
- Creativity

Related Concepts
- Language acquisition: Phases 1-2
- Context
- Function

Global context
- Orientation in space and time

Conceptual Understanding

Statement of Inquiry:
Il existe de nombreuses manières d’utiliser temps et espace à son avantage pour pouvoir étudier et se divertir. Cela demande de la créativité.

Inquiry Questions:
- C : Que dit mon environnement sur moi-même?
- D : Que veut dire être "réfléchi"?

MYP Assessment Criteria
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Knowledge and Skills
Lessico: stanze e oggetti quotidiani, luoghi della città, codice della strada, Comunicazione: situare qualcosa, descrivere una casa, chiedere e dare informazioni, chiedere e indicare la strada, esprimere l’obbligo, Grammatica: interrogazione con inversione, numeri ordinali, espressione “il faut”, verbi devoir, prendere, boire, Culture: città e campagne, le case francesi, l’inquinamento, ecoturismo, i musei parigini

J’apprends à m’orienter dans le temps et dans l’espace
(12 weeks (30 hours))
Authors: Chiara Lanciano

Key Concepts
- Time, place and space

Related Concepts
- Language acquisition: Phases 1-2
- Function

Global context
- Orientation in space and time

Conceptual Understanding
La connaissance d’une langue peut concrètement m’aider en cas de besoin

Statement of Inquiry:
Comment puis-je réussir à m’orienter si je fais un séjour dans un pays francophone?

Inquiry Questions:
- E : Quels sont les différents registres de langue en français?
### Communication

**I. Communication skills**
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Collaborate with peers and experts using a variety of digital environments and media

### MYP Assessment Criteria

**A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form**

### Knowledge and Skills

- S’orienter en ville: lexique de la ville
- Indiquer et demander un chemin, une direction
- Demander et dire l’heure
- Les points cardinaux
- La météo
- Les nationalités et les professions
- Parler de son emploi du temps
- La France d’Outre-Mer
- Prépositions pour localiser
- il y a - il n’y a pas
- Le verbe prendre et dérivés
- Les prépositions avec noms de pays
- Les adjectifs de nationalité
- Le féminin de noms de profession
- Verbes impersonnels

### German (MYP 1)

**Unit Title**

MYP 1 German Unit 1: Greetings and introductions (4 weeks)

**Authors:** Esther Celli

### Key & Related Concepts

**Key Concepts**
- Communication

**Related Concepts**
- Language acquisition: Phases 1-2
  - Accent
  - Audience
  - Conventions
  - Form
  - Word choice

### Global context

**Personal and cultural expression**
Persoenliche Informationen geben

### Conceptual Understanding

Students learn how to greet and introduce themselves in German

### Statement of Inquiry:

Greetings are words or signs of welcome or recognition. Their importance lies in the action of giving a sign of welcome and an expression of goodwill.

**Inquiry Questions:**

- **F** Sound of German language: How do I introduce myself to another person? How do I express and pronounce questions and answers?
- **C** Formal and informal talking: How can I achieve to know German speaking people better in different contexts?
- **D** Greetings and formalities: Why are greetings important in getting to know different cultures?

### ATL

**A: Comprehending spoken and visual text**
i. identify basic facts, messages, main ideas and supporting details in everyday situations

C: Communicating in response to spoken and/or written and/or visual text

i. respond appropriately to simple short phrases

Social

II. Collaboration skills

• Help others to succeed
• Encourage others to contribute
• Give and receive meaningful feedback

Learning Experiences:

Working in group: taking responsibility, adapting to roles, demonstrating team work

Accepting others: including accepting others’ ideas, respecting others’ points of view

Self-management

III. Organization skills

• Plan short- and long-term assignments; meet deadlines
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks

IV. Affective skills

• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Self-motivation
  - Practise positive thinking

V. Reflection skills

• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

Learning Experiences:

Self evaluation of the acquired skills and focus on how it can be further improved

Communication

Learning Experiences:

The students learn how to communicate in a familiar situation.

Conversation practice - in form of dialogs and plays > reproduce speech and produce speech freely

Informing others - convey messages in oral and written form to communicate

Self-awareness – begins to be self aware and with guidance understands own limitations

MYP Assessment Criteria

A: Comprehending spoken and visual text, C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills

– Students engage in oral and written exchanges to socialize and to provide and obtain information. Students will learn basic greetings, introductions, expressions, good-byes as well as ways to make conversation. Teacher will model conversations with students and students will engage in their own role plays.

Grammar: Present simple of regular verbs, auxiliary verbs, word order, question, negative sentences, Vocabulary: numbers 1-1000, names of cities and countries, greetings, international words, Communication: spelling, pronunciation, articulation, colloquial introduction, greetings, express like and dislike, express simple requests
Unit Title

MYP 1 German Unit 2: My school - my world (24 weeks)
Authors: Esther Celli

Key & Related Concepts

Key Concepts
- Connections

Related Concepts
- Language acquisition: Phases 1-2
  - Accent
  - Form
  - Message
  - Word choice

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models
- Competition and cooperation; teams, affiliation and leadership
- Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
- Physical, psychological and social development; transitions; health and well-being; lifestyle choices
- Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Global context

Conceptual Understanding

School is the place where we gain our knowledge, but there are different ways to achieve that goal. Students learn about school systems, habits and school communities, ATL in German speaking countries.

Statement of Inquiry:
Identify similarities instead of finding differences: Seeing similarities and analogies provide a way to comprehend. This fosters relationships and connections to new understanding.

Inquiry Questions:
F Schools in Europe: What do I know about school life in Germany?
C Students in Italy and Germany, International schools: What characteristics unite students of different countries?
D The school I would like to attend: How should an ideal school be?

Language acquisition

A: Comprehending spoken and visual text
  - i. identify basic facts, messages, main ideas and supporting details in everyday situations
  - ii. recognize basic conventions

B: Comprehending written and visual text
  - i. identify basic facts, messages, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text
  - i. respond appropriately to simple short phrases

ATL

Communication

I. Communication skills
  - Give and receive meaningful feedback
  - Use intercultural understanding to interpret communication
  - Read critically and for comprehension

Learning Experiences:
Conversation practice - in form of dialogs and plays > reproduce speech and produce speech freely
Informing others - convey messages in oral and written form to communicate
Self-management

IV. Affective skills

- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking

Learning Experiences:

Self-evaluation of the acquired language skills and focus on how it can be further improved

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognize problems
- Interpret data
- Evaluate evidence and arguments
- Use models and simulations to explore complex systems and issues

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible

X. Transfer skills

- Utilize effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective

Learning Experiences:

Comparate, find similarities and differences.

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Vocabulary: numbers, subjects and school supplies, date and time, days of the week, months, eating and drinking during the break, hobbies, pets, . Grammar: articles, modal verbs, irregular verbs, separable verbs, syntax and sentence construction, accusative, interrogative pronouns, possessive pronouns. Communication: apologize and suggest, make an appointment, simple descriptions, comprehend and express simple mathematical calculations and statistics, small interviews, ask for permission, , Focus: Grimms Märchen

MYP 1 Interdisciplinary Unit:
Cultural Identity and traditions
(3 weeks)

Authors: Elizabeth Coykendall Rice, Elena Carrara, Esther Celli

Key & Related Concepts

Key Concepts

- Communities

Related Concepts

- Individuals and societies
  - Culture
  - Identity
- Arts: Visual arts
  - Expression
  - Presentation
- Arts
  - Expression
  - Genre

Global context

Visual arts: We are engaged in this enquiry to make Christmas Cards for the local children's hospital and to learn about the different ways in which different religious groups
Unit Title

visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support, they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping eachother to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.

🎵 Music: Students will understand how to communicate and express themselves through the performance of christmas songs. Music is a universal language and a perfect means to communicate the christmas spirit all over the world.

📚 Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. “Us” refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

Conceptual Understanding

Art:
Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words

Geography:
Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.

Music:
Students will learn how to perform some traditional christmas songs on the keyboard.

Statement of Inquiry:
The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

Inquiry Questions:

F: In what ways do different religions and cultures express their faith?

C: What similarities exist between the celebrations of the different cultures and religions at this time of year?

F: What specific foods and traditions are represented in the various cultures and traditions?

C: Why do different cultures and religions celebrate at this time of year?

D: What best represents the holiday season?

ATL

Interdisciplinary:
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

Individuals and societies:
- A: Knowing and understanding
- B: Investigating
- C: Communicating
- D: Thinking critically

Arts:
- B: Developing skills
Knowledge and Skills

Names of holidays and some basic information on traditions of different cultures. Music and lyrics of songs. Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.

MYP 1 German Unit: Hobbies
(13 weeks)
Authors: Nicole Bender, Esther Celli

Key Concepts
- Creativity
- Time, place and space

Related Concepts
- Language acquisition: Phases 1-2
- Context
- Function
- Meaning
- Message

Global context
- Exploration to Develop:
  Identity formation, self-esteem, status, roles and role models

Conceptual Understanding
Die Freizeitgestaltung von Jugendlichen ist auf der ganzen Welt gleich

Statement of Inquiry:
Jugendliche in Deutschland und Italien haben das gleiche Freizeitverhalten und Hobbys

Inquiry Questions:
F Wie verbringe ich meine Freizeit?: Welche Hobbys habe ich?
C Verbringen Jugendliche in Deutschland ihre Freizeit anders?: Was unterscheidet sie?
D Warum ähneln sich das Freizeitverhalten von Jugendlichen immer mehr?: Worin gibt es trotzdem noch Unterschiede?

ATL
Communication
1. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
**MYP 1 German Unit 3: Family**  
(10 weeks)  
**Authors:** Esther Celli

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>Language acquisition: Phases 1-2</td>
</tr>
<tr>
<td></td>
<td>• Accent</td>
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<td></td>
<td>• Meaning</td>
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<td>• Word choice</td>
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</tbody>
</table>

**Global context**  
Personal and cultural expression

**Conceptual Understanding**  
Students learn to describe their families, family activities, rules and routines at home.

**Statement of Inquiry:**

Every family is governed by its own relationships, traditions, activities and routines. Parents and children are individuals and a community, who live together under one roof and decide together rules, routines and family activities.

**Inquiry Questions:**

- **D** Definition of family: What means family to me?
- **F** Family habits, traditions and routines: What activities could family members do together?
- **C** Describing my own family: How is my family assembled?

**Language acquisition**

**A: Comprehending spoken and visual text**
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions

**B: Comprehending written and visual text**
- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing

**D: Using language in spoken and/or written form**
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices

**Communication**

**I. Communication skills**
- Give and receive meaningful feedback
- Read critically and for comprehension

**Learning Experiences:**

Conversation practice - in form of dialogs and plays > reproduce speech and produce speech freely

Informing others - convey messages in oral and written form to communicate

**Social**

**Learning Experiences:**

Working in group: taking responsibility, adapting to roles, demonstrating teamwork
Accepted others: including accepting others’ ideas, respecting others’ points of view

**Self-management**

**Learning Experiences:**
Self evaluation of the acquired language skills and focus on how it can be further improved

MYP Assessment Criteria
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- D: Using language in spoken and/or written form

Knowledge and Skills
- Different reading and listening techniques
- Grammar: irregular verbs, modal verbs, possessive articles, plurals
- Vocabulary: family, jobs, shopping, money
- Conversation: describing persons and pictures, buy something

Italian (MYP 1)

Unit Title
Le parole della scuola (6 weeks)
Authors:

Conceptual Understanding

ATL Communication

MYP Assessment Criteria

Knowledge and Skills
School lexicon, Nouns and basic verbs

Lezione 1 - Salutare (Italian Greetings) (1 week)
Authors: Luca Secondo

Key & Related Concepts

Key Concepts
- Communication
- Connections
- Culture

Global context
- Identities and relationships
- Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:
Come si saluta in italiano?
How do we say "hello" in Italian?

Inquiry Questions:
- Come si saluta in italiano? : Come si saluta in italiano?

ATL Communication

MYP Assessment Criteria

Knowledge and Skills
Unit Title

Lezione 2 - Essere e Andare
(1 week)
Authors: Luca Secondo

Conceptual Understanding

ATL 🌐 Communication

MYP Assessment Criteria

Knowledge and Skills Communication and interaction skills, Pronunciation

Lezione 3 - Numeri e stagioni;
Avere; Nomi (1 week)
Authors: Luca Secondo

Conceptual Understanding

ATL 🌐 Communication

MYP Assessment Criteria

Knowledge and Skills Communication and interaction skills, Pronunciation and tone, Basic vocabulary

MYP 1 Interdisciplinary Unit:
Cultural Identity and traditions
(3 weeks)
Authors: Elizabeth Coykendall Rice,
Elena Carrara, Esther Celli

Key Concepts 🏭 Communities

Key & Related Concepts

Identity and relationships

Visual arts: We are engaged in this enquiry to make Christmas Cards for the local children’s hospital and to learn about the different ways in which different religious groups visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support, they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping each other to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.
Music: Students will understand how to communicate and express themselves through the performance of Christmas songs. Music is a universal language and a perfect means to communicate the Christmas spirit all over the world.

**Exploration to Develop:**
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. "Us" refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

**Conceptual Understanding**

Art:
Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words.

Geography:
Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.

Music:
Students will learn how to perform some traditional Christmas songs on the keyboard.

**Statement of Inquiry:**
The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

**Inquiry Questions:**

- **F**: In what ways do different religions and cultures express their faith?
- **C**: What similarities exist between the celebrations of the different cultures and religions at this time of year?
- **F**: What specific foods and traditions are represented in the various cultures and traditions?
- **C**: Why do different cultures and religions celebrate at this time of year?
- **D**: What best represents the holiday season?

**ATL**

**Interdisciplinary:**
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

**Individuals and societies:**
- A: Knowing and understanding
- B: Investigating
- C: Communicating
- D: Thinking critically

**Arts:**
- B: Developing skills
- C: Thinking creatively
- D: Responding

**MYP Assessment Criteria**

**Knowledge and Skills**
Names of holidays and some basic information on traditions of different cultures. Music and lyrics of songs. Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Authors:</th>
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</thead>
<tbody>
<tr>
<td>La mia famiglia (6 weeks)</td>
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<tr>
<td><strong>Conceptual Understanding</strong></td>
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<tr>
<td><strong>ATL</strong></td>
<td>🎨 Communication</td>
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<td></td>
<td>🎨 Thinking</td>
</tr>
<tr>
<td><strong>MYP Assessment Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Skills</td>
<td>the student is going to use his past vocabulary knowledges and he’s going to improve them studying new ones, and link them with new grammar rules. After this unit he will be able to express his ideas, what is happening in present tense, and describe his family, home and food</td>
</tr>
<tr>
<td>La città e il tempo libero (11 weeks)</td>
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<tr>
<td><strong>Conceptual Understanding</strong></td>
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<tr>
<td><strong>ATL</strong></td>
<td>🎨 Communication</td>
</tr>
<tr>
<td><strong>MYP Assessment Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Skills</td>
<td>the student will improve his language knowledge by learning new terms and use them in the correct context. And he will work on his written and spoken skills.</td>
</tr>
<tr>
<td>La giornata dei bambini giapponese (Children's day) - Kodomo no Hi (4 weeks)</td>
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<tr>
<td><strong>Conceptual Understanding</strong></td>
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<td><strong>ATL</strong></td>
<td>🎨 Communication</td>
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<tr>
<td><strong>MYP Assessment Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Skills</td>
<td>The student will use his heritage knowledge to show his friends his cultural origins; and he will learn how to study in another language, by using the dictionary and the correct verbs conjugation.</td>
</tr>
</tbody>
</table>
Spanish (MYP 1)

Unit Title

Nuestro día a día
(13 weeks (39 hours))
Authors: Tahelmar Caraballo

Key Concepts
- Communication

Related Concepts
- Language acquisition: Phases 1-2
  - Audience
  - Form
  - Message
  - Structure

Key & Related Concepts

Identities and relationships

Global context

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:
La toma de conciencia sobre nuestras rutinas nos ayuda a conocernos mejor. Comprender que la organización del día a día cambia en función de la cultura nos permite comprender mejor a los demás.

Inquiry Questions:
- F: ¿Quién soy? ¿Cómo organizo mi día?
- C: ¿En qué me ayuda conocer a los demás?
- D: ¿Por qué es importante ser objetivo?

Language acquisition

A: Comprehending spoken and visual text
  - i. identify basic facts, messages, main ideas and supporting details in everyday situations
  - ii. recognize basic conventions

B: Comprehending written and visual text
  - i. identify basic facts, messages, main ideas and supporting details
  - ii. recognize basic aspects of format and style, and author’s purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
  - i. respond appropriately to simple short phrases
  - ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
  - iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

ATL

D: Using language in spoken and/or written form
  - i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Communication

I. Communication skills
  - Give and receive meaningful feedback
  - Use intercultural understanding to interpret communication
  - Read critically and for comprehension
  - Read a variety of sources for information and for pleasure
  - Take effective notes in class

Social

II. Collaboration skills
  - Practise empathy
  - Take responsibility for one’s own actions
## Self-management

### III. Organization skills
- Keep an organized and logical system of information files/notebooks

## MYP Assessment Criteria

### A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

## Knowledge and Skills


## Saludos (2 weeks)

### Authors:

<table>
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<tr>
<th>Conceptual Understanding</th>
<th>ATL</th>
<th>Thinking</th>
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## Christmas Cards for Gaslini

### (2 weeks)

**Authors:** Katherine Terlato

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<tr>
<th>Conceptual Understanding</th>
<th>ATL</th>
<th>Thinking</th>
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## Knowledge and Skills


## Don Quijote de la Mancha

### (1 week)

**Authors:**

<table>
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<tr>
<th>Conceptual Understanding</th>
<th>ATL</th>
<th>Thinking</th>
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## Knowledge and Skills

Conocimientos básicos de literatura española.
**Unit Title**

*La Naturaleza y la Cultura*

(12 weeks (30 hours))

Authors:

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<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Concepts</strong></td>
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<tr>
<td>Culture</td>
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</tbody>
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**Orientation in space and time**

**Global context**

Explore to Develop:

Natural and human landscapes and resources

---

**Conceptual Understanding**

**Statement of Inquiry:**

**Inquiry Questions:**

**F:** What is culture?

**F:** What is nature?

**C:** Why is it necessary for the human being to live in harmony with the nature that surrounds him?

**D:** Until what extent can human culture be considered as part of the nature?

---

**Communication**

**I. Communication skills**

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make effective summary notes for studying

---

**Social**

**II. Collaboration skills**

- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Give and receive meaningful feedback

---

**Self-management**

**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class

**IV. Affective skills**

- Mindfulness
  - Practise focus and concentration
- Perseverance
  - Demonstrate persistence and perseverance
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
- Self-motivation
  - Practise positive thinking
- Resilience
  - Practise “bouncing back” after adversity, mistakes and failures

---

**Reflection skills**

- Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)

VI. Information literacy skills
• Collect, record and verify data
• Make connections between various sources of information
• Process data and report results

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Thinking
VIII. Critical thinking skills
• Interpret data
• Evaluate evidence and arguments
• Consider ideas from multiple perspectives

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make unexpected or unusual connections between objects and/or ideas

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

MYP 1 Interdisciplinary Unit:
Cultural Identity and traditions
(3 weeks)
Authors: Elizabeth Coykendall Rice, Elena Carrara, Esther Celli

Key Concepts
Communities

Key & Related Concepts

Related Concepts
- Individuals and societies
- Culture
- Identity
- Arts: Visual arts
- Expression
- Presentation
- Arts
- Expression
- Genre

Global context
Visual arts: We are engaged in this enquiry to make Christmas Cards for the local children’s hospital and to learn about the different ways in which different religious groups
visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support, they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping eachother to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.

Music: Students will understand how to communicate and express themselves through the performance of christmas songs. Music is a universal language and a perfect means to communicate the christmas spirit all over the world.

 Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. “Us” refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

Conceptual Understanding

Art: Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words

Geography: Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.

Music: Students will learn how to perform some traditional christmas songs on the keyboard.

Statement of Inquiry:

The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

Inquiry Questions:

F : In what ways do different religions and cultures express their faith?
C : What similiarities exist between the celebrations of the different cultures and religions at this time of year?
F : What specific foods and traditions are represented in the various cultures and traditions?
C : Why do different cultures and religions celebrate at this time of year?
D : What best represents the holiday season?

Interdisciplinary:

• A: Disciplinary grounding
• B: Synthesizing
• C: Communicating
• D: Reflecting

Individuals and societies:

• A: Knowing and understanding
• B: Investigating
• C: Communicating
• D: Thinking critically

Arts:

• B: Developing skills
Unit Title

- C: Thinking creatively
- D: Responding

Knowledge and Skills

Names of holidays and some basic information on traditions of different cultures. Music and lyrics of songs. Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.

Colegio y casa
(14 weeks (42 hours))
Authors: Tahelmar Caraballo

Key Concepts

- Perspective

Related Concepts

- Language acquisition: Phases 1-2
  - Conventions
  - Form
  - Structure
  - Word choice

Global context

- Exploration to Develop:
  Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:

F: ¿Cómo son mis horarios?
C: ¿Qué propósito tiene la ubicación de objetos?
D: ¿Por qué es importante describir?

Language acquisition

A: Comprehending spoken and visual text
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language

D: Using language in spoken and/or written form
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Communication

I. Communication skills
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
• Make inferences and draw conclusions
• Take effective notes in class
• Make effective summary notes for studying

Social

II. Collaboration skills
• Practise empathy
• Build consensus

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
- Vocabulario básico de acciones cotidianas. - Gramática: presente regular.

Presentación personal y acciones cotidianas (1 week)
Authors:

Conceptual Understanding

ATL 📜 Communication

MYP Assessment Criteria

Knowledge and Skills

El Mundo que me rodea - The world around me (9 weeks (30 hours))
Authors:

Key & Related Concepts

Key Concepts
- Communication
- Relationships

Related Concepts
- Language acquisition: Phases 1-2
- Meaning

Global context

Identities and relationships

Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:
El ser humano y su interacción en diversos contextos sociales - Human being and his interaction inside different social groups

Inquiry Questions:
- Cada persona vive en estrecha relación con el entorno familiar, social y cultural que la rodea.: ¿Qué tienen en común la Familia, la Escuela y las Asociaciones a las que pertenecemos?
F: ¿Qué importancia tienen el Respeto, la Responsabilidad y la Sinceridad en la vida de cada persona?

C: ¿Por qué es importante distinguir los distintos contextos en los que cotidianamente nos relacionamos con los demás?

D: ¿En qué medida tener conciencia de quiénes somos y de dónde estamos puede mejorar nuestras relaciones con las demás personas?

**Language acquisition**

A: Comprehending spoken and visual text
   - i. identify basic facts, messages, main ideas and supporting details in everyday situations

B: Comprehending written and visual text
   - i. identify basic facts, messages, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text
   - i. respond appropriately to simple short phrases
   - ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
   - iv. communicate with a sense of audience.

D: Using language in spoken and/or written form
   - i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
   - ii. organize basic information and use a range of basic cohesive devices

**Communication**

I. Communication skills
   - Give and receive meaningful feedback
   - Interpret and use effectively modes of non-verbal communication
   - Read critically and for comprehension
   - Make inferences and draw conclusions

**Social**

II. Collaboration skills
   - Practise empathy
   - Help others to succeed
   - Take responsibility for one's own actions

**Self-management**

III. Organization skills
   - Plan short- and long-term assignments; meet deadlines
   - Create plans to prepare for summative assessments (examinations and performances)

IV. Affective skills
   - Perseverance
     - Demonstrate persistence and perseverance
   - Self-motivation
     - Practise positive thinking

**Research**

VI. Information literacy skills
   - Collect, record and verify data
   - Make connections between various sources of information

**Thinking**

VIII. Critical thinking skills
   - Practise observing carefully in order to recognise problems
   - Evaluate evidence and arguments

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<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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</thead>
<tbody>
<tr>
<td>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</td>
<td>Saludar, presentarse, despedirse. Presentar a la propia familia. El ser humano, las partes del cuerpo humano, las características de las personas. Mi casa. Lugares y objetos. Mi escuela. Lugares y objetos. Mi ciudad. Lugares, actividades, profesiones., Para</td>
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</tbody>
</table>

La familia (2 weeks)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

-Vocabulario sobre la familia/ descripciones de personas/ - Gramática: demostrativos posesivos, ser-estar, tener.

Gustos y tiempo libre
(12 weeks (30 hours))
Authors: Tahelmar Caraballo

Key Concepts

Related Concepts

Language acquisition: Phases 1-2
• Context
• Meaning
• Message

Personal and cultural expression

Global context

Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:
F: ¿Qué hago en mi tiempo libre?
C: ¿Qué es el tiempo libre?
D: ¿Por qué es necesario aprovechar el tiempo libre?

Language acquisition

ATL

A: Comprehending spoken and visual text
• i. identify basic facts, messages, main ideas and supporting details in everyday situations
• ii. recognize basic conventions
• iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
B: Comprehending written and visual text
• i. identify basic facts, messages, main ideas and supporting details
• ii. recognize basic aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
• iv. communicate with a sense of audience.

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize basic information and use a range of basic cohesive devices
• iii. use language to suit the context.

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Semana de la salud (1 week)
Authors:

Conceptual Understanding

ATL

Thinking

MYP Assessment Criteria

Knowledge and Skills
- Vocabulario del cuerpo. - Expresar gustos.

El día a día (3 weeks)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria
Carácter y características de las personas. (8 weeks (24 hours))

Key Concepts

Global context

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

La observación y la capacidad de describir mejoran nuestra capacidad comunicativa.

Statement of Inquiry:

La observación atenta y un amplio vocabulario mejoran nuestra capacidad descriptiva, la cual nos permite conocer mejor a los demás y a nosotros mismos

Inquiry Questions:

C : Por qué resulta importante poseer una buena capacidad descriptiva?
D : Resulta más sencillo describir las características físicas o psicológicas de una persona?
D : En qué medida conocer a otras personas resulta útil para conocerse mejor a uno mismo?
F : Qué es necesario para poder describir una persona, animal o cosa?

Language acquisition

A: Comprehending spoken and visual text
   • i. identify basic facts, messages, main ideas and supporting details in everyday situations
   • ii. recognize basic conventions
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
   • i. identify basic facts, messages, main ideas and supporting details
   • ii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Communication

I. Communication skills
   • Give and receive meaningful feedback
   • Use intercultural understanding to interpret communication
   • Interpret and use effectively modes of non-verbal communication
   • Negotiate ideas and knowledge with peers and teachers
   • Read critically and for comprehension
   • Take effective notes in class
   • Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Social

II. Collaboration skills
   • Practise empathy
   • Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one’s own actions
• Listen actively to other perspectives and ideas

Self-management

III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Set goals that are challenging and realistic
• Select and use technology effectively and productively

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to prevent and eliminate bullying
  - Practise strategies to reduce stress and anxiety
• Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise positive thinking

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
• Consider ethical, cultural and environmental implications

Research

VI. Information literacy skills
• Make connections between various sources of information
• Present information in a variety of formats and platforms
• Understand and implement intellectual property rights
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

VII. Media literacy skills
• Make informed choices about personal viewing experiences

Thinking

VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Interpret data
• Recognise and evaluate propositions
• Draw reasonable conclusions and generalizations
• Consider ideas from multiple perspectives
• Develop contrary or opposing arguments
• Identify obstacles and challenges

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Communities
(10 weeks (50 hours))
Authors: Donna Lee Perez

Key Concepts
- Connections

Related Concepts
- Language and literature
  - Context
  - Point of view
  - Structure

Global context
- Identities and relationships
  - Exploration to Develop:
    - Competition and cooperation; teams, affiliation and leadership
    - Identity formation, self-esteem, status, roles and role models
    - Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Conceptual Understanding
- Communities share resources, rules and goals. All elements of a community are connected

Statement of Inquiry:
- Members of communities work together in various, changing roles

Inquiry Questions:
- F Actions, schedules and routines are influenced by roles: What is a normal school day for MYP 1 students?
- C Members of communities interact: How do the actions of teachers and students influence one another?
- D Communities may or may not function well: To what extent are communities stronger than individuals?

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Recognise unstated assumptions and bias
- Interpret data
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Consider ideas from multiple perspectives
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills
- Utilize effective learning strategies in subject groups and disciplines
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Transfer current knowledge to learning of new technologies

MYP Assessment Criteria
A: Analysing
MYP 1 Sciences English Unit 2: Keep everything together: energy and living organisms in their environment. (6 weeks (18 hours))

Authors: Alice Delfino, Serena Salis, Elizabeth Coykendall Rice

Key Concepts
- Change

Related Concepts
- Sciences
  - Energy
  - Environment
- Language and literature
  - Character
  - Point of view

Global context
- Globalization and sustainability

Exploration to Develop:
- Human impact on the environment

Conceptual Understanding
Life on Earth is based on a delicate equilibrium reached through the pressure of evolution and adaptation. The understanding of this equilibrium leads to a deeper consciousness of our role in conservation of our environment and at the same time of how important is for the human being the challenge of adaptation to new environments and new cultures.

Statement of Inquiry:
Living organisms in their environment: living organisms are adapted according to their habitats, but thanks to migrations and other survival mechanisms they succeeded in adapting also to environments different from their original ones.

Inquiry Questions:
- Adaptation: What's adaptation?
- Food chain: What's a food chain?
- Globalisation: How globalisation affects the habitat changes?
- The Jungle Book: Can adaptation to an hostile environment be successful for a human being in our contemporary world?

ATL Sciences
- Knowing and understanding
  - i. outline scientific knowledge
  - ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
  - iii. interpret information to make scientifically supported judgments.
- Reflecting on the impacts of science
  - i. summarize the ways in which science is applied and used to address a specific problem or issue
  - ii. describe and summarize the various implications of the use of science and its application in solving a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used.

Communication
- Communication skills
  - Use intercultural understanding to interpret communication
Unit Title

• Use a variety of speaking techniques to communicate with a variety of audiences
• Make inferences and draw conclusions
• Write for different purposes
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions

X. Transfer skills
• Make connections between subject groups and disciplines

Learning Experiences:
Reflection on adaptation

MYP Assessment Criteria
Interdisciplinary:
• C: Communicating

Sciences:
• A: Knowing and understanding
• D: Reflecting on the impacts of science

Knowledge and Skills

Expressing ourselves through words, sounds and colors
(6 weeks (12 hours))
Authors: Elena Carrara, Katherine Terlato

Key & Related Concepts

Key Concepts
• Communication
• Creativity

Related Concepts

Arts
• Composition
• Expression

Language and literature
• Self-expression
• Structure

Arts: Visual arts
• Expression
• Interpretation

Global context

Personal and cultural expression
Visual arts: We are engaged in this enquiry in order for students to understand the importance of expressing their creativity in different forms. It is important to help stimulate growth, conceptual ideas, technical ability and creating connections between writing, music and art. The arts in general heavily influence and reflect the culture in which we live. By students being active in the arts, they become start to become responsible for the creative environment in which they live, instead of just being passive.

Artistry, craft, creation, beauty
In Visual arts, students will create an image that represents their story. The image may be literal, as expected, but may also be conceptual, provided they understand the idea of the concept as art.

Statement of Inquiry:
Creating stories, drawings and music can help students express themselves through different means of communication.

Inquiry Questions:
- F: What elements of music notation are used when composing and performing a music piece on the keyboard?
- C: In which ways can you express an emotion through music?
- D: What is more difficult composing the music or performing it?
- D: What one illustration best represents and fits with your story and musical piece?
- F: What materials will best help you create your illustration?
- C: What represents my music and literature with a conceptual illustration and why?

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively

IV. Affective skills
- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification

Learning Experiences:
Visual Art: Students will have to plan and prepare their work in accordance to their music and literature. They will have to organise their practical work according to their personal abilities in v.art and understand their limits in order to complete the project on time.

Research
VI. Information literacy skills
- Access information to be informed and inform others
- Make connections between various sources of information
- Use memory techniques to develop long-term memory

VII. Media literacy skills
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Interdisciplinary:
- C: Communicating

Arts:
- B: Developing skills
- C: Thinking creatively
- D: Responding

MYP Assessment Criteria

Knowledge and Skills
Music: students will have to use all the knowledge and skills learned in unit one "music notation" and also know how to play the keyboard. They will need knowledge of unit three "instruments of an orchestra" in order to choose which instrument to use for the performance of their music. Presentation skills regarding size, ability and choice of
Understanding how to utilise inspirational images to help their work without copying (an important step for Young Illustrators).

**Italian (MYP 1)**

**Unit Title**

**fiaba (2 weeks)**

**Authors:** Sarina Gosio, Luca Secondo

**Conceptual Understanding**

**ATL**

**Communication**

**MYP Assessment Criteria**

**Knowledge and Skills**

Use of writing techniques they already possess, Ability to create and organize consistent stories with a clear structure

**MYP1-MYP3 ITALIAN UNIT 1:**

**Conoscere la lingua: parlare, scrivere, analizzare (4 weeks)**

**Authors:** Sarina Gosio, Michela Uzzauto, Luca Secondo, Erika Taretto

**Key & Related Concepts**

**Key Concepts**

- Communication
- Form

**Related Concepts**

- Language and literature
  - Context
  - Self-expression
  - Structure
  - Style

**Global context**

**Personal and cultural expression**

- Exploration to Develop:
  - Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

**Conceputal Understanding**

Conoscere la struttura della lingua e le leggi che la governano ci aiuta a sviluppare una comunicazione efficace e adeguata ad ogni contesto comunicativo.

**Statement of Inquiry:**

Passo passo lungo il corso dell’anno si approfondirà la conoscenza delle strutture grammaticali e linguistiche. La produzione orale e scritta di testi descrittivi, narrativi e soggettivi.

**Inquiry Questions:**

**C** Conoscere le parti del discorso e la loro funzione nella frasemi aiuta ad esprimermi meglio?: Come posso approfondire la conoscenza della lingua madre?

**D** Conoscere bene la struttura e il funzionamento della mia lingua madre mi aiuta ad apprendere più consapevolmente le altre lingue?: Come migliora il mio apprendimento delle altre lingue se conosco bene la struttura della mia lingua madre?
Imparare a conoscere la lingua e ad utilizzarla con pertinenza per una migliore efficacia comunicativa in diversi contesti di apprendimento.: La lingua madre italiana è complessa e articolata, La conosco davvero? So usarla?

### Language and literature

**A: Analysing**
- identify and comment upon significant aspects of texts
- identify and comment upon the creator's choices
- justify opinions and ideas, using examples, explanations and terminology
- identify similarities and differences in features within and between texts.

**B: Organizing**
- employ organizational structures that serve the context and intention
- organize opinions and ideas in a logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

**C: Producing text**
- produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to support ideas.

**D: Using language**
- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

### ATL

**Communication**

**I. Communication skills**
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences

**Self-management**

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class

**IV. Affective skills**
- Mindfulness
  - Practise focus and concentration
- Perseverance
  - Demonstrate persistence and perseverance

### Thinking

**VIII. Critical thinking skills**
- Gather and organize relevant information to formulate an argument
- Formulate factual, topical, conceptual and debatable questions
- Identify obstacles and challenges

---

**MYP Assessment Criteria**

A: Analysing, B: Organizing, C: Producing text, D: Using language

**Knowledge and Skills**

conoscenza e presentazione
(1 week)
Authors: Luca Secondo

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

MYP1 ITALIAN UNIT 2: Favola e fiaba (10 weeks)
Authors: Michela Uzzauto, Sarina Gosio, Luca Secondo, Erika Taretto

Key & Related Concepts

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<tr>
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<td>Communities</td>
<td>Language and literature</td>
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<td>Creativity</td>
<td>• Genres</td>
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Global context

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<th>Personal and cultural expression</th>
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Conceptual Understanding
Il significato della trasmissione orale nelle nostre radici. Messaggi morali, comportamenti da prendere a modello o da condannare.

Statement of Inquiry:

come sono nate le storie, le favole e le fiabe che ancora oggi ci sono state raccontate, hanno un' origine comune? cosa ci portano? cosa provo quando le rileggo ora che sono cresciuto? come trascorrevano il tempo i bambini di tanto tempo fa? al posto del pc, o della tv, dove si riuniva la famiglia?
Perché si raccontavano le storie (fiabe e favole)
Perché vengono raccontate ancora adesso?
Dove?
Cos'è la morale di una storia?

Inquiry Questions:
Perché favole e fiabe ti affascinano anche se dei grande?: come reagisci quando ricevi un insegnamento morale attraverso una storia?

La struttura della favola e quella della fiaba sono molto diverse, anche la loro funzione?: quali sono gli elementi comuni della fiaba e della favola?

Quale filo unisce popoli di ogni parte del mondo e di ogni tempo? Perché le fiabe di ogni tempo e luogo hanno elementi comuni?: Cosa trasmette una favola e cosa contiene una fiaba di universale?

Language and literature
A: Analysing
• identify and comment upon significant aspects of texts
• identify and comment upon the creator's choices
• justify opinions and ideas, using examples, explanations and terminology
• identify similarities and differences in features within and between texts.

B: Organizing
• employ organizational structures that serve the context and intention
• organize opinions and ideas in a logical manner
• use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text
• produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
• make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
• select relevant details and examples to support ideas.

D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in an appropriate register and style
• use correct grammar, syntax and punctuation
• spell (alphabetic languages), write (character languages) and pronounce with accuracy
• use appropriate non-verbal communication techniques.

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use appropriate forms of writing for different purposes and audiences
• Use a variety of media to communicate with a range of audiences
• Read critically and for comprehension
• Write for different purposes

Thinking
IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible

MYP Assessment Criteria
A: Analysing, B: Organizing, C: Producing text, D: Using language

Knowledge and Skills
Unit Title

MYP1 ITALIAN UNIT 3: Simbolo, tradizione e immaginazione: il significato del mito (10 weeks)
Authors: Sarina Gosio, Michela Uzzauto, Luca Secondo, Erika Taretto

Key & Related Concepts

Key Concepts
Perspective

Related Concepts
Language and literature
- Purpose
- Self-expression

Global context

Identities and relationships

Il significato del mito nelle popolazioni primitive nelle varie aree del mondo, fino all’epica classica: scenari comuni in tempi e luoghi lontani tra loro lasciano intuire l’esistenza di un immaginario collettivo e o di reazioni ed elaborazioni comuni a tutto il genere umano. Riflessione sul cambio di prospettiva. Rapporto tra scienza e simbolo. Libero sfogo al proprio immaginario creativo utilizzando il linguaggio magico del mito.

Conceptual Understanding

Statement of Inquiry:
Fin dalle origini e in ogni parte del mondo l’uomo ha cercato di comprendere, spiegare e codificare i fenomeni naturali ed umani. In luoghi molto lontani tra loro, in epoca preistorica e prescientifica, popoli diversi hanno trovato spiegazioni diverse per gli stessi fenomeni naturali. Tuttavia ad una accurata osservazione possiamo rinvenire anche molti punti di contatto tra i vari miti.

Inquiry Questions:
F le varie risposte che i popoli danno ai fenomeni naturali trovano un senso nell’ambiente e o nella cultura che ha dato loro origine: Come posso comprendere il mondo senza l’aiuto della scienza?
C anticamente spiegavamo con simboli magia e divinità tutto ciò che non capivamo. Oggi diciamo che non esiste tutto ciò che la scienza non sa spiegare.: la magia e la religione sono stati usati come scienza. Oggi la scienza è diventata religione?
D come nasce un mito: se dovessimo creare un mito, dare una risposta simbolico-maglica alla realtà, come potremmo fare?

Language and literature

A: Analysing
- identify and comment upon significant aspects of texts
- identify and comment upon the creator’s choices
- justify opinions and ideas, using examples, explanations and terminology
- identify similarities and differences in features within and between texts.

B: Organizing
- employ organizational structures that serve the context and intention
- organize opinions and ideas in a logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text
- produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to support ideas.

D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in an appropriate register and style
• use correct grammar, syntax and punctuation
• spell (alphabetic languages), write (character languages) and pronounce with accuracy
• use appropriate non-verbal communication techniques.

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Use a variety of media to communicate with a range of audiences
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make effective summary notes for studying

Thinking
VIII. Critical thinking skills
• Consider ideas from multiple perspectives
• Develop contrary or opposing arguments
• Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make guesses, ask “what if” questions and generate testable hypotheses

X. Transfer skills
• Make connections between subject groups and disciplines

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Analysing, B: Organizing, C: Producing text, D: Using language</th>
</tr>
</thead>
</table>

Knowledge and Skills
lettura di miti provenienti da diverse parti del mondo; incontro con la mitologia classica e le varie divinità del mondo greco e romano; riflessioni sui significati dei temi trattati. Il mito: caratteristiche, origini, funzione, personaggi, tempo e luogo. Tipologie di mito (divinità, eroi, fenomeni naturali). Miti antichi, greci e romani.

Homer's Iliad (12 weeks)
Authors:

Conceptual Understanding

ATL Communication

MYP Assessment Criteria

Knowledge and Skills
reading; storytelling; summarizing and accurate describing

mito e epica
(30 weeks (45 hours))
Authors: Luca Secondo

Key Concepts
Communication

Related Concepts
Language and literature
• Context
• Genres
• Intertextuality

Key & Related Concepts
Communication
Culture
Global context

**Personal and cultural expression**

*Exploration to Develop:*
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Il significati e i valori etici e morali espressi da una civiltà attraverso i suoi racconti. Diffusione di racconti nel tempo e nello spazio.

**Statement of Inquiry:**

Questa unità si propone di indagare le caratteristiche peculiari del mito e dell’epica attraverso i tempi e le civiltà.

1. Quali sono le caratteristiche comuni del mito e dell’epica?
2. Perché differenti comunità hanno scelto la stessa forma di racconto per tramandare i propri valori?
3. Che ruolo avevano l’epica e il mito nelle società antiche?
4. Possiamo individuare delle epopee anche nelle culture contemporanee?

**Inquiry Questions:**

- F Analisi delle somiglianze e differenze tra mito ed epica: quali sono le caratteristiche del mito e dell’epica?
- C A cosa servivano i miti? Cosa rappresenta l’epica?: perché i racconti mitologici ed epici sono comuni a quasi tutte le civiltà e culture? Perché e come si sono evoluti nel tempo?
- D I miti hanno ancora qualcosa da insegnarci?: i miti e l’epica hanno ancora un messaggio da trasmetterci?

**Language and literature**

**A: Analysing**
- Identify and comment upon significant aspects of texts
- Identify and comment upon the creator’s choices

**C: Producing text**
- Select relevant details and examples to support ideas.

**D: Using language**
- Use appropriate and varied vocabulary, sentence structures and forms of expression
- Write and speak in an appropriate register and style
- Use correct grammar, syntax and punctuation

**Communication**

**I. Communication skills**
- Use appropriate forms of writing for different purposes and audiences

**Thinking**

**VIII. Critical thinking skills**
- Gather and organize relevant information to formulate an argument

**ATL**

**Knowledge and Skills**

**MYP Assessment Criteria**

**A: Analysing, C: Producing text, D: Using language**
### Statement of Inquiry:

Lo studio dei poemi omerici permette di connetterci con un mondo antichissimo, la società greca antica, di cui abbiamo poche notizie storiche, pertanto dobbiamo avvalerci delle informazioni presenti nei due poemi omerici per trarre elementi di valore letterario, culturale e morale e per comprendere la società di quel tempo. Questo ci serve anche per fare un confronto tra due diversi punti di vista: quello di una società antichissima e quello della nostra società. Accostarsi al genere dell’epica classica permette anche di accrescere le proprie conoscenze in ambito di testi letterari e di approfondire i grandi temi fondamentali e ricorrenti della letteratura, quali il viaggio, la guerra, l’amore e la presenza del magico o del soprannaturale. Lo studio delle imprese degli eroi dell’antichità può anche farci riflettere su chi siano gli eroi oggi.

### Inquiry Questions:

- **E**: Quali sono le caratteristiche che connotano il genere dell’epica classica?
- **C**: Quali sono le qualità di un eroe? Quali sono le somiglianze e le differenze tra Omero e l’epica dei giorni nostri?

### Language and literature

#### A: Analysing
- identify and comment upon significant aspects of texts
- identify and comment upon the creator’s choices
- justify opinions and ideas, using examples, explanations and terminology
- identify similarities and differences in features within and between texts.

#### B: Organizing
- organize opinions and ideas in a logical manner

#### C: Producing text
- produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

#### D: Using language
- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy

### ATL

#### Communication
- I. Communication skills
**Unit Title**

- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Paraphrase accurately and concisely

**Social**

**II. Collaboration skills**
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Give and receive meaningful feedback

**Thinking**

**VIII. Critical thinking skills**
- Gather and organize relevant information to formulate an argument
- Formulate factual, topical, conceptual and debatable questions
- Develop contrary or opposing arguments

**IX. Creative thinking skills**
- Consider multiple alternatives, including those that might be unlikely or impossible

**MYP Assessment Criteria**

| A: Analysing, B: Organizing, C: Producing text, D: Using language |

**Knowledge and Skills**


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**MYP1 UNIT INTERDISCIPLINARE NIAN E MITI DEL MONDO**

年与世上的传说 (2 weeks)

**Authors:** Pier Giorgio Giraudo, Erika Taretto

**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Language acquisition: Phases 1-2</td>
</tr>
<tr>
<td>Perspective</td>
<td>• Form</td>
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<td></td>
<td>• Function</td>
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<td>• Message</td>
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</tbody>
</table>

**Global context**

- **Personal and cultural expression**
  - Exploration to Develop: Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

**Conceptual Understanding**

come diverse prospettive culturali diano vita a miti dalla forma simile dal messaggio differente

**Statement of Inquiry:**

attraverso il mito capiamo meglio le altre culture

**Inquiry Questions:**

- I miti e le principali feste e celebrazioni occidentali e cinesi: cosa ci dicono i miti delle diverse culture?

**Thinking**

**VIII. Critical thinking skills**
- Gather and organize relevant information to formulate an argument
Unit Title

- Evaluate evidence and arguments
- Formulate factual, topical, conceptual and debatable questions

X. Transfer skills
- Change the context of an inquiry to gain different perspectives

MYP Assessment Criteria

Language acquisition:
- A: Comprehending spoken and visual text
- C: Communicating in response to spoken and/or written and/or visual text

Knowledge and Skills
- La festa di primavera e la festa delle lanterne
- La leggenda di nian
- L’importanza del colore rosso per i cinesi
- Usi de costumi della festa
- I ravioli e il cibo nella tavola dei cinesi
- Le espressioni collegate al tempo: le parti della giornata e la loro collocazione nella struttura SVO
- L’ora in cinese
- I giorni della settimana e i mesi
- Come si chiede l’età in cinese

come è costruito un testo?
(10 weeks (10 hours))
Authors: Sarina Gosio

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

MYP1 ITALIAN UNIT 4: La leggenda (5 weeks)
Authors: Sarina Gosio, Michela Uzzauto, Luca Secondo, Erika Taretto

Key & Related Concepts

Key Concepts
- Communities
- Connections

Related Concepts
- Language and literature
  - Context
  - Genres
  - Self-expression

Global context
- Identities and relationships

Conceptual Understanding
La leggenda come espressione di una comunità attraverso lo studio di connessioni, contesti e generi diversi aiuta a riflettere sul proprio modo di esprimersi.

Statement of Inquiry:
La leggenda permette di affrontare diversi collegamenti con altri luoghi, tempi e contesti diversi rispetto a quelli conosciuti tradizionalmente.

Inquiry Questions:
- F: Caratteristiche della leggenda: Come riconosci una leggenda, quando la leggi o quando te la raccontano? Come la distingui dalla favola o dalla realtà?
- C: Quali concetti sono alla base di una leggenda?
- D: Questo genere letterario mi piace?
A: Analysing
- identify and comment upon significant aspects of texts
- identify and comment upon the creator’s choices
- justify opinions and ideas, using examples, explanations and terminology
- identify similarities and differences in features within and between texts.

B: Organizing
- employ organizational structures that serve the context and intention
- organize opinions and ideas in a logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text
- produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to support ideas.

D: Using language
- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Write for different purposes

Research
VI. Information literacy skills
- Make connections between various sources of information

Table: MYP Assessment Criteria
| Knowledge and Skills | La leggenda: struttura, funzione, personaggi., Lettura di varie leggende tratte da contesti, luoghi e tempi diversi. |

Table: Key Concepts
<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>La leggenda (5 weeks (10 hours))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts</td>
<td>Authors: Luca Secondo</td>
</tr>
</tbody>
</table>

Key Concepts
- Creativity
- Culture
- Time, place and space

Orientation in space and time
- Exploration to Develop:
  - Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange
Unit Title

Conceptual Understanding
Gli studenti cercheranno di comprendere la differenza tra storia e leggenda, e proveranno a creare loro stessi una leggenda.

Statement of Inquiry:
cercheremo le leggende legate alla tradizione popolare ligure e italiana

Inquiry Questions:
E origine delle leggende: che differenza c’è tra la storia e la leggenda?
C come nasce e si sviluppa: Come nasce una leggenda? quali sono i motivi che portano la gente a creare questo tipo di store?
D leggende contemporanee: esistono leggende che nascono ai giorni nostri? siamo tutti creatori di leggende?

MYP Assessment Criteria
A: Analysing, B: Organizing, C: Producing text, D: Using language

Knowledge and Skills

Avventura a fumetti
(10 weeks (20 hours))
Authors: Michela Uzzauto, Sarina Gosio

Key & Related Concepts

Key Concepts

Related Concepts
Language and literature
• Genres
• Self-expression
• Style

Conceptual Understanding

Statement of Inquiry:
Affrontare il genere letterario del fumetto aiuta gli studenti ad ampliare le loro conoscenze sui generi letterari e a comprendere il processo creativo della costruzione di un fumetto in tutte le sue parti.

Inquiry Questions:
E: Quali sono le caratteristiche del fumetto?
C: Quali concetti si possono esprimere attroverso il fumetto?
D: Come posso scrivere un fumetto di avventura?

ATL
Communication
Thinking

MYP Assessment Criteria

Knowledge and Skills

End of the Odyssey (4 weeks)
Authors:

Conceptual Understanding
Unit Title

ATL

Communication
Thinking

MYP Assessment Criteria

Knowledge and Skills
Reading poetry, as learned through the school year., Knowledge of the main events of Greek history as studied in Humanities., Knowledge of Greek vascular painting, as studied in Arts and during Italian lessons.

Drama (MYP 1)

Unit Title

Do the words have a sound?
(10 weeks (20 hours))
Authors: Eleonora D’Urso

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>🎭 Creativity</td>
<td>🎧 Arts</td>
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<td>• Audience</td>
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<td></td>
<td>• Composition</td>
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<td>• Expression</td>
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<td>• Innovation</td>
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<td>• Interpretation</td>
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<td>• Narrative</td>
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<td>• Play</td>
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<td>• Presentation</td>
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<td>• Role</td>
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Global context

🚀 Personal and cultural expression

 Exploration to Develop:
Artistry, craft, creation, beauty

Conceptual Understanding
Play different roles enhances imagination and creativity.

Statement of Inquiry:
Imagination and divergent thinking can improve the quality of life.

Inquiry Questions:
🤔: How can we use our imagination? What does it really mean imagination?

MYP Assessment Criteria
B: Developing skills, C: Thinking creatively

Knowledge and Skills
Music (MYP 1)

Unit Title

Music notation
(12 weeks (24 hours))

Authors: Elena Carrara

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tr>
<td>Communication</td>
<td>Arts</td>
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<td>• Expression</td>
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<td>• Structure</td>
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</table>

Global context

Orientation in space and time

Conceptual Understanding

Statement of Inquiry:

Music is a universal form of communication and expression that is based on specific rules and structures.

Inquiry Questions:

F: What are the main elements of music notation?
D: Is the knowledge of music notation enough to become a good performer?
C: How has the music language evolved throughout the centuries?

Social

II. Collaboration skills

• Help others to succeed
• Listen actively to other perspectives and ideas
• Give and receive meaningful feedback

Learning Experiences:

In this unit students will have to collaborate with each other in preparing for the final summative performance. They will work in pairs according to their ability in playing the keyboard (a good student and a not so good student).

Self-management

III. Organization skills

• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks

IV. Affective skills

• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to reduce stress and anxiety
• Self-motivation
  - Practise analysing and attributing causes for failure

V. Reflection skills

• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider personal learning strategies
  - What factors are important for helping me learn well?
• Keep a journal to record reflections

Learning Experiences:
In this unit students will have to learn how to plan deadlines, study an instrument by practicing a little bit every day throughout the week, bring their keyboard to class with their headphones so being responsible and keep their process journal updated and neat.

**MYP Assessment Criteria**

**Knowledge and Skills**
- the notes and finding them on the keyboard
- the pitch of a note: treble and bass clef one octave
- the duration of a note and rest value: semibreve, minima, semiminima, croma
- dotted note and tie
- the intensity of a note
- analyzing music structure: time signature, measure, bar line, double bar line, fingering
- how to play the keyboard

**DRAMA (2 weeks (4 hours))**
**Authors:** Eleonora D’Urso

**MYP 1 Interdisciplinary Unit:**
**Cultural Identity and traditions**
(3 weeks)
**Authors:** Elizabeth Coykendall Rice, Elena Carrara, Esther Celli

**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Communities</td>
<td>Individuals and societies</td>
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<tr>
<td></td>
<td>• Culture</td>
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<tr>
<td></td>
<td>• Identity</td>
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<td></td>
<td>Arts: Visual arts</td>
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<td>• Expression</td>
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<td>• Expression</td>
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**Visual arts:** We are engaged in this enquiry to make Christmas Cards for the local children’s hospital and to learn about the different ways in which different religious groups visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support, they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping eachother to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.

**Music:** Students will understand how to communicate and express themselves through the performance of christmas songs. Music is a universal language and a perfect means to communicate the christmas spirit all over the world.

**Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind**
Unit Title

Conceptual Understanding

All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. “Us” refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

Art:
Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words

Geography:
Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.

Music:
Students will learn how to perform some traditional christmas songs on the keyboard.

Statement of Inquiry:

The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

Inquiry Questions:

F: In what ways do different religions and cultures express their faith?
C: What similarities exist between the celebrations of the different cultures and religions at this time of year?
F: What specific foods and traditions are represented in the various cultures and traditions?
C: Why do different cultures and religions celebrate at this time of year?
D: What best represents the holiday season?

ATL

Interdisciplinary:
• A: Disciplinary grounding
• B: Synthesizing
• C: Communicating
• D: Reflecting

Individuals and societies:
• A: Knowing and understanding
• B: Investigating
• C: Communicating
• D: Thinking critically

Arts:
• B: Developing skills
• C: Thinking creatively
• D: Responding

Knowledge and Skills

Names of holidays and some basic information on traditions of different cultures. Music and lyrics of songs. Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.

Instruments of an orchestra
(8 weeks (16 hours))
Authors: Elena Carrara

Key & Related Concepts

Key Concepts

Related Concepts

Arts
Statement of Inquiry:
Instruments are a universal means of musical communication and expression. Each instrument has a different tone color and sound that is used by composers to represent different moods and situations.

Inquiry Questions:
- F: How can we classify the different instruments?
- C: What impact does the choice of a specific instrument have when composing a musical piece?
- D: What does the sound of each instrument make you think of?

Learning Experiences:
Students will have to do a research on a chosen family of instruments and will have to choose which instrument best represents the mood of their piano piece.

MYP Assessment Criteria
A: Knowing and understanding, C: Thinking creatively

Knowledge and Skills
Students will learn about the different instruments that form an orchestra and how an orchestra works. They will listen to orchestral works and learn about the different sounds by listening to a powerpoint presentation of all instruments. They will learn about the different families in specific to understand how the instruments work.
Unit Title

Expressing ourselves through words, sounds and colors
(6 weeks (12 hours))
Authors: Elena Carrara, Katherine Terlato

Key Concepts

- Communication
- Creativity

Related Concepts

- Arts
  - Composition
  - Expression
- Language and literature
  - Self-expression
  - Structure
- Arts: Visual arts
  - Expression
  - Interpretation

Key & Related Concepts

Global context

Personal and cultural expression

Visual arts: We are engaged in this enquiry in order for students to understand the importance of expressing their creativity in different forms. It is important to help stimulate growth, conceptual ideas, technical ability and creating connections between writing, music and art. The arts in general heavily influence and reflect the culture in which we live. By students being active in the arts, they become start to become responsible for the creative environment in which they live, instead of just being passive.

Exploration to Develop:
Artistry, craft, creation, beauty

In Visual arts, students will create an image that represents their story. The image may be literal, as expected, but may also be conceptual, provided they understand the idea of the concept as art.

Conceptual Understanding

Statement of Inquiry:

Creating stories, drawings and music can help students express themselves through different means of communication.

Inquiry Questions:

- F: What elements of music notation are used when composing and performing a music piece on the keyboard?
- C: In which ways can you express an emotion through music?
- D: What is more difficult composing the music or performing it?
- D: What one illustration best represents and fits with your story and musical piece?
- F: What materials will best help you create your illustration?
- C: What represents my music and literature with a conceptual illustration and why?

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively
### Unit Title

#### IV. Affective skills
- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification

**Learning Experiences:**

Visual Art: Students will have to plan and prepare their work in accordance to their music and literature. They will have to organise their practical work according to their personal abilities in v.art and understand their limits in order to complete the project on time.

#### VI. Information literacy skills
- Access information to be informed and inform others
- Make connections between various sources of information
- Use memory techniques to develop long-term memory

#### VII. Media literacy skills
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

---

#### MYP Assessment Criteria

**Interdisciplinary:**
- **C:** Communicating

**Arts:**
- **B:** Developing skills
- **C:** Thinking creatively
- **D:** Responding

**Music:** students will have to use all the knowledge and skills learned in unit one "music notation" and also know how to play the keyboard. They will need knowledge of unit three "instruments of an orchestra" in order to choose which instrument to use for the performance of their music. Presentation skills regarding size, ability and choice of materials. Understanding how to utilise inspirational images to help their work without copying (an important step for Young illustrators).

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#### Musical Math (3 weeks (6 hours))

**Authors:** Elena Carrara, Enrica Minetti, Alice Delfino, Manuel Monteverde

**Knowledge and Skills**

Students will have learned about all the main elements in reading and writing music in order to compose and perform a piece with their instrument. Students will learn how to solve simple problems involving fractions. Students will discover that a fraction is a division but also a way to represent a part of a whole, Students will learn how to deal with operations with fractions.
Orientation in space and time

We are engaged in this enquiry to study 3 different forms of primitive art and how they represented life, beliefs and technical development through art. These concepts are important as the show one the first fundamental steps that humans took in order to express themselves visually, in turn, helping us understand the why and how of prehistoric times and cultures. It is important for students to understand the artistic impact primitive cultures had on the world and how the first forms of spirituality, technical ability and daily life were displayed and communicated through art. We care about this topic as it is the beginning of art, from which developing civilizations furtheres their artistic studies and documentation of life. They are important historical documents that we need to preserve and respect for further generations to be able to understand about primitive culture and life.

Global context

Peoples, boundaries, exchange and interaction

Conceptual Understanding

- Studying prehistoric art in order to understand different cultures and how they behaved in various places around the world.
- Understanding that location created vast differences between artistic culture
- Understanding how art began, to then use this knowledge in future studies (understanding of the evolution of art).
- Understanding art as a narrative expression, a method of documenting the world around them
- The discoveries of the first type paint and 3-dimensional effect.
- The interconnectedness between cultures on different sides of the globe, connected only though use of material and theme, not via communication.

Statement of Inquiry:
The influence of nature and the environment on primitive cultures’ art, development and spiritual beliefs.

Inquiry Questions:

F : What techniques did primitive cultures use to practice art and why?
D : Which primitive cultures gave us the most useful information about history and why?
C : How does spirituality influence our creativity?

Arts

A: Knowing and understanding
- I. demonstrate awareness of the art form studied, including the use of appropriate language

Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines

IV. Affective skills
- Perseverance
  - Demonstrate persistence and perseverance

ATL
Learning Experiences:
• As a first project, we will concentrate on meeting deadlines. Students will be helped to work at a constant pace, after being given one goal to reach by the end of each lesson.
• By reaching each goal lesson by lesson, students will have a basic understanding of how to plan out an artwork and utilise class time to their maximum ability.
• This will be the students first experience with their process journals and creative cycle which will also guide them in their self management and learning experience.
• Students will be encouraged to practice the technical method first in a rough draft before planning their final design to help them understand that it is an art form that requires patience and has a certain level of difficulty attached to it due to the fact that it is slow and precise.

Codes and the marks of man, images pre the written word
(8 weeks)
Authors: Federica Marzolo

Key Concepts
- Aesthetics
- Communication
- Communities
- Connections
- Creativity
- Culture
- Global interaction
- Identity
- Perspective
- Relationships

Conceptual Understanding

Statement of Inquiry:
Inquiry Questions:

D How did the concept of the universal language of man emerge?: Why did certain codes endure and become world wide short cuts to represent information.

P Why did man make marks, creta , make tools decorate cave walls and indeed pursue creativity before commerce and marketing of images. Culrural identities, global awareness, religious codes and icons?: Symbols for the people....Why, when where...the alphabet

MYP Assessment Criteria
A: Knowing and understanding, B: Developing skills, C: Thinking creatively
### COLORS (4 weeks (8 hours))
**Authors:** Nicola Roccatagliata

#### Key & Related Concepts

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#### Global context

#### Conceptual Understanding

**Statement of Inquiry:**

The use of colour has been proven to have a powerful effect on our emotions and moods.

**Inquiry Questions:**

- **F**: How is possible to manage colors in order to create harmony?
- **C**: How colors can affect our mood?
- **D**: Are colors the most important feature of a painting or is composition?

#### ATL

#### MYP Assessment Criteria

#### Knowledge and Skills

**MYP 1 Interdisciplinary Unit:**

**Cultural Identity and traditions**  
(3 weeks)  
**Authors:** Elizabeth Coykendall Rice, Elena Carrara, Esther Celli

#### Key & Related Concepts

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#### Identities and relationships

**Visual arts:** We are engaged in this enquiry to make Christmas Cards for the local children's hospital and to learn about the different ways in which different religious groups visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support, they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping each other to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.
Unit Title

Music: Students will understand how to communicate and express themselves through the performance of Christmas songs. Music is a universal language and a perfect means to communicate the Christmas spirit all over the world.

**Exploration to Develop:**
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. "Us" refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

**Conceptual Understanding**

Art: Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words

Geography: Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.

Music: Students will learn how to perform some traditional Christmas songs on the keyboard.

---

**Statement of Inquiry:**

The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

**Inquiry Questions:**

- **F**: In what ways do different religions and cultures express their faith?
- **C**: What similarities exist between the celebrations of the different cultures and religions at this time of year?
- **F**: What specific foods and traditions are represented in the various cultures and traditions?
- **C**: Why do different cultures and religions celebrate at this time of year?
- **D**: What best represents the holiday season?

---

**ATL**

**Interdisciplinary:**
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

**Individually and societies:**
- A: Knowing and understanding
- B: Investigating
- C: Communicating
- D: Thinking critically

**Arts:**
- B: Developing skills
- C: Thinking creatively
- D: Responding

---

**Knowledge and Skills**

Names of holidays and some basic information on traditions of different cultures. Music and lyrics of songs. Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.
Unit Title

The heart of the landscape
(3 weeks (6 hours))
Authors: Nicola Roccatagliata

Key Concepts
- Identity

Related Concepts
- Arts: Visual arts
  - Expression
  - Representation

Global context
- Orientation in space and time

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:

F: How did different artists interpret their local environment and especially the landscape?

F: In what ways do artists use visual elements to convey their perspective, thoughts and feelings about their local context?

C: How can the identity of a place be influenced by artistic expression?

D: Can artistic intention and expression change audience perceptions?

ATL

Communication
I. Communication skills
- Share ideas with multiple audiences using a variety of digital environments and media

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
- Resilience
  - Practise dealing with disappointment and unmet expectations

V. Reflection skills
- Focus on the process of creating by imitating the work of others

MYP Assessment Criteria
- B: Developing skills, C: Thinking creatively

Knowledge and Skills

Ancient Empires
(12 weeks (24 hours))
Authors: Katherine Terlato

Key Concepts
- Aesthetics
- Global interaction

Related Concepts
- Arts: Visual arts
  - Innovation
  - Style
Global context

Globalization and sustainability

In this inquiry we look at the early globalization of the planet, surrounding the Mediterranean sea. This concept is important as it helps students to understand better the beginnings and further developments of globalization to what it is today. They can understand the purpose of migration and how it started. This is a topic that people care about as globalization is how the world is working today. To be able to work with it we ust understand its origins.

Exploration to Develop:
Human impact on the environment

Conceptual Understanding

• A study of the three major empires of the ancient world: Egypt, Greece and Rome. Their individual development and also the artistic consequences of their collaborations politically.
• Understanding how migration helped to create new artistic techniques in Greece and Rome
• Looking at how art and architecture was used for early religious purposes, as a narrative and for political power

Statement of Inquiry:

How countries become global leaders due to military power, strong leadership and excellence and advancements in the arts and sciences.

Inquiry Questions:

F: How did Egypt, Greece and Rome express their power artistically and what advancements did they make in the arts?

ATL

Arts

A: Knowing and understanding

• i. demonstrate awareness of the art form studied, including the use of appropriate language

Self-management

III. Organization skills

• Plan short- and long-term assignments; meet deadlines

Learning Experiences:

• By having multiple tasks, both formative and summative throughout this unit, students will need to excell in self-management and keep up with deadlines, planning both at school and at home. Students will be expected to fully utilise the class time given to them for their preparation of tasks and study time.

Thinking

MYP Assessment Criteria

A: Knowing and understanding, B: Developing skills, C: Thinking creatively, D: Responding

Knowledge and Skills

The previous study of Greek art on clay vases, the use of the black silhouette and carved images. Continuing the previous study of daily life as art in ancient times, from pre-historic to Egyptian art., Study of Roman architecture and how they used their art to show their power. Skills in technical design to be learned during this unit., Study of Roman art and architecture and its use to show power in the Roman Empire. Technical design of arches, to be learned during this unit.

CHINESE LANTERNS

(2 weeks (4 hours))
Authors: Nicola Roccagagliata

Conceptual Understanding
FIRST STEPS IN TECHNICAL DRAWING (6 weeks (12 hours))
Authors: Nicola Roccatagliata

MYP1 Maths & Arts UNIT5: Paper and Pencil (4 weeks)
Authors: Lorenzo Caviglia, Federica Marzolo

Key & Related Concepts

- **Key Concepts**
  - Form

- **Related Concepts**
  - Mathematics
    - Space
  - Arts: Visual arts
  - Representation
  - Design
  - Adaptation

Global context

- **Personal and cultural expression**
  - Exploration to Develop:
    - Metacognition and abstract thinking

Conceptual Understanding

Geometry is the study of Forms Represented in Space.

Statement of Inquiry:

Architecture and Design are direct applications of Mathematics in a real life situation.

**Inquiry Questions:**

- F: How do we find the area of a rectangle?
- D: Is there a "better" shape to use, when tessellating the plane?

ATL

- **Mathematics**
  - D: Applying mathematics in real-life contexts
    - i. identify relevant elements of authentic real-life situations

- **Thinking**
  - VIII. Critical thinking skills
    - Practise observing carefully in order to recognise problems
    - Recognise unstated assumptions and bias
    - Interpret data

- **Self-management**
  - D: Applying mathematics in real-life contexts
    - iii. apply the selected mathematical strategies successfully to reach a solution
IV. Affective skills
• Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification

Design
C: Creating the solution
• ii. demonstrate excellent technical skills when making the solution

Self-management
III. Organization skills
• Bring necessary equipment and supplies to class

Interdisciplinary:
• A: Disciplinary grounding

Mathematics:
• A: Knowing and understanding
• D: Applying mathematics in real-life contexts

Design:
• C: Creating the solution

Arts:
• A: Knowing and understanding

Knowledge and Skills
(4 weeks (8 hours))
Authors: Nicola Roccatagliata

CLOTHING as STORYTELLING
Key Concepts
Communication, Culture, Perspective
Related Concepts
Arts: Visual arts
• Composition
• Expression
• Narrative

Conceptual Understanding
The goal is to create an article of clothing for a particular individual (real or imagined) that tells a broad story and illustrates rules of effective composition, and story-telling.

Statement of Inquiry:
Inquiry Questions:
F: How can clothing be related to story telling in a efficient way?
C: What is the wearer compared to the clothing that he wears? The story itself brought around or the filter of the interpretation?
D: Should the story telling be interpretable or should it define a meaning in a clear way?
Unit Title
Religion in Art
(5 weeks (10 hours))
Authors: Katherine Terlato

Key Concepts
- Culture
- Development

Related Concepts
- Arts: Visual arts
  - Expression
  - Innovation

Global context

Orientation in space and time
By Learning about the French, their religion, and social history we can better understand why their art made such a break from what had been done before. This concept is important as it shows the first big evolution on man and science in architecture. The Gothic period became a influential period in history regarding architecture and helped force italy into the Renaissance.

Exploration to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

We look at Culture and Development as Global Contexts due to the evolution and growth of religion and the lifestyle of the French people during Gothic period

We look at expression due the religious influence on art in the period in question and innovation due to the new, ground-breaking techniques in architecture put to use by the French.

Statement of Inquiry:
Religion as a powerful influence over art and the human race.

Inquiry Questions:
F: What role did religion play in shaping art in Gothic period?

Arts

A: Knowing and understanding
  - i. demonstrate awareness of the art form studied, including the use of appropriate language

Communication
I. Communication skills
  - Interpret and use effectively modes of non-verbal communication

Learning Experiences:
Study of stained glass art and the manner in which the French used it to communicate bible stories and promote religion by way of light, colour and size.

Students to create their own glass design, being able to tell their story with non-verbal communication (colour, image)

MYP Assessment Criteria

Knowledge and Skills
Looking back over Ancient Empires and how religion, in some form, was an essential part of art. Technical design skills will be applied to future prac project.
## Unit Title

**Expressing ourselves through words, sounds and colors**  
*(6 weeks (12 hours))*  
**Authors:** Elena Carrara, Katherine Terlato

### Key & Related Concepts

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<td>Arts</td>
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<tr>
<td>Creativity</td>
<td>Composition</td>
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</table>

### Global context

**Personal and cultural expression**

Visual arts: We are engaged in this enquiry in order for students to understand the importance of expressing their creativity in different forms. It is important to help stimulate growth, conceptual ideas, technical ability and creating connections between writing, music and art. The arts in general heavily influence and reflect the culture in which we live. By students being active in the arts, they become start to become responsible for the creative environment in which they live, instead of just being passive.

**Exploration to Develop:**
Artistry, craft, creation, beauty

### Conceptual Understanding

In Visual arts, students will create an image that represents their story. The image may be literal, as expected, but may also be conceptual, provided they understand the idea of the concept as art.

### Statement of Inquiry

**Statement of Inquiry:**

Creating stories, drawings and music can help students express themselves through different means of communication.

**Inquiry Questions:**

- **F**: What elements of music notation are used when composing and performing a music piece on the keyboard?
- **C**: In which ways can you express an emotion through music?
- **D**: What is more difficult composing the music or performing it?
- **D**: What one illustration best represents and fits with your story and musical piece?
- **F**: What materials will best help you create your illustration?
- **C**: What represents my music and literature with a conceptual illustration and why?

### ATL

**Self-management**

**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively
IV. Affective skills

- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification

Learning Experiences:

Visual Art: Students will have to plan and prepare their work in accordance to their music and literature. They will have to organise their practical work according to their personal abilities in v.art and understand their limits in order to complete the project on time.

VI. Information literacy skills

- Access information to be informed and inform others
- Make connections between various sources of information
- Use memory techniques to develop long-term memory

VII. Media literacy skills

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

MYP Assessment Criteria

Interdisciplinary:

- C: Communicating

Arts:

- B: Developing skills
- C: Thinking creatively
- D: Responding

Knowledge and Skills

Music: students will have to use all the knowledge and skills learned in unit one "music notation" and also know how to play the keyboard. They will need knowledge of unit three "instruments of an orchestra" in order to choose which instrument to use for the performance of their music. Presentation skills regarding size, ability and choice of materials. Understanding how to utilise inspirational images to help their work without copying (an important step for Young Illustrators).

Representing nature using geometry (3 weeks (5 hours))
Authors: Nicola Roccatagliata

Key Concepts

- Form

Related Concepts

- Arts: Visual arts
  - Composition
  - Expression
  - Style

Global context

- Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:

F: What are the different purposes and results of the work of Audubon and Harper?
C: How is possible that Harper style is closer to our way of interpret the world when is much less close to the reality compared to the work of Audubon?
D: Did the invention of the camera start a new way to identify the role of the artist in the society?
History (MYP 1)

Unit Title

Unit One: What is History?
(4 weeks (8 hours))
Authors: Cinzia Rodino

Key & Related Concepts

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Global context

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

how does time, space and place affect identity and perspective

Statement of Inquiry:

time, space and place may affect identity and perspective, and help us identifying roles and roles models

Inquiry Questions:

F: What is your History?
D: is life in the past similar to our present life?
F: What are primary and secondary sources?
C: why do we study other peoples histories and stories?

ATL

Communication

I. Communication skills
• Use a variety of speaking techniques to communicate with a variety of audiences

Social
II. Collaboration skills
• Practise empathy

Self-management
III. Organization skills
• Keep an organized and logical system of information files/notebooks

Research

VI. Information literacy skills
• Collect, record and verify data
• Use memory techniques to develop long-term memory

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries

MYP Assessment Criteria

A: Knowing and understanding, C: Communicating
Unit Title

Knowledge and Skills
we study what is History, primary secondary sources, what is a historian, an archeologist in relation to primary and secondary sources, timelines and cause and consequence.

MYP1 Maths & History UNIT1: On Giants' Shoulders (4 weeks)
Authors: Lorenzo Caviglia

Key Concepts
- Relationships

Related Concepts
- Mathematics
  - Change
  - Representation
- Individuals and societies: History
  - Culture
  - Identity

Key & Related Concepts

Global context
Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding
Five Mathematicians from Ancient Greece are the opportunity to explore the Relationship between personal Identity, Culture and Mathematics.

Statement of Inquiry:
Throughout History, Mathematicians have embodied different IB learner profile qualities, influencing people around them in different ways.

Inquiry Questions:
F: When did Aristotle live?
C: Which kind of questions did Aristotle ask himself, when it came to Mathematics?
D: How did the role of Mathematicians change since Ancient Greece times?

Mathematics
C: Communicating
  - ii. use different forms of mathematical representation to present information

Communication
I. Communication skills
  - Use and interpret a range of discipline-specific terms and symbols
  - Understand and use mathematical notation

Learning Experiences:
The students will be introduced to other Number System, and challenged to operate with numbers written in a different way. We will then discuss the benefits of our Decimal System.

ATL

Individuals and societies
D: Thinking critically
  - ii. use information to give an opinion

Thinking
VIII. Critical thinking skills
  - Gather and organize relevant information to formulate an argument
  - Evaluate evidence and arguments
  - Draw reasonable conclusions and generalizations

MYP Assessment Criteria
Interdisciplinary:
Unit Title

Knowledge and Skills

• C: Communicating
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<td>• D: Thinking critically</td>
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(Maths) Different Number Systems; (Maths) The Hindu-Arabic Number System; (Maths & History) Greek Mathematicians (Pythagoras, Euclid, Aristotles, Archimedes, Hypatia); (History) Reading and Placing Events on a Timeline

Unit Two: Ancient Civilizations
(10 weeks (20 hours))
Authors: Cinzia Rodino, Luca Secondo

Key Concepts

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Global context

Orientation in space and time

Exploration to Develop:
Epochs, eras, turning points and “big history”

Conceptual Understanding

culture and civilisation are always in a constant change

Statement of Inquiry:

Culture and civilisation of big turning points are always affected by change

Inquiry Questions:

F: which are the characteristics of the first Civilization

F: what were Nomadic and Settlers Civilization

C: How and why humans progress from Nomadic life to a proper developed society?

C: why did writing start, what was its purpose?

D: Was it possible for Civilization to develop in another place on Earth?

ATL

Communication

I. Communication skills

• Give and receive meaningful feedback

Social

II. Collaboration skills

• Practise empathy

MYP Assessment Criteria

A: Knowing and understanding, D: Thinking critically

Knowledge and Skills

Ancient Egyptians, their achievements, their characteristics as a society, the great Pharoahs, Gods, and their ability to trade. Egypt as force to be reconed and its demise. Why did it happen? What were their weaknesses. Different time periods of ancient History and its main events.
### Unit Three: Empires and Civilizations (Greeks and Romans)

**Unit Title**

**Key & Related Concepts**

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**Global context**

- **Orientation in space and time**

  *Exploration to Develop:*
  
  Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

**Conceptual Understanding**

- Governance may evolve according to culture and societies

**Statement of Inquiry:**

Civilizations and social histories affect governance evolution according to culture and societies

**Inquiry Questions:**

- What are the characteristics of the Roman and Greek Civilization? (F)
- How were Greece and Romans similar? (C)
- What does Philosophy mean? (C)
- To what extent did the Romans contribute to a higher understanding of the Greeks? (C)
- Was Roman or Greek Civilization better than our modern societies? (D)

### Unit Four: The Early Middle Ages

**(9 weeks (18 hours))**

**Unit Title**

**Key & Related Concepts**

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<td>• Interdependence</td>
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**Global context**

- **Orientation in space and time**

**Conceptual Understanding**

- The Early Middle Ages was an unusual time of interdependence and highly influenced by crown and religion.

**Statement of Inquiry:**

Statement of Inquiry:
Inquiry Questions:

F: How do you define the Middle Ages?

MYP Assessment Criteria
Knowledge and Skills

Geography (MYP 1)

Unit Title

MYP1: ENG. UNIT 1 Communities
(12 weeks (50 hours))
Authors: Mark Ebury, Carole Stansfeld

Key & Related Concepts

Key Concepts
Connections

Related Concepts
Language acquisition: Phases 1-2
- Conventions
- Function
- Structure

Individuals and societies: Geography
- Causality (cause and consequence)
- Patterns and trends

Sciences
- Environment
- Movement

Global context
Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding
Connections among between individuals, cultures and environments.

Statement of Inquiry:
People are connected through shared environments, cultures and groups or communities which shape individuals and give structure to daily activities, traditions and habits.

Inquiry Questions:

F: Everyday actions depend on shared habits in a community (family, school routine/ responsibilities, schedules, meal times, etc): Factual—Who are the members in my family? Do all children attend school in my country? What time do Italians usually have dinner?

C: Different members of communities have various roles that effect the whole group. : CONCEPTUAL: To what extent can individual actions influence communities? How are we connected to other groups/ environments?

D: Individual actions can be modified by community rules: DEBATABLE: Do group rules limit individual freedoms? is it more important to keep a group safe than express individuality?

F: Studying the use of auxiliary verbs to create questions, the use of the QUASI formula in Object Questions, how to create Subject Questions: How to create questions

ATL
Language acquisition
A: Comprehending spoken and visual text
• i. identify basic facts, messages, main ideas and supporting details in everyday situations
• ii. recognize basic conventions
• i. show understanding of messages, main ideas and supporting details in familiar situations
• iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
• i. identify basic facts, messages, main ideas and supporting details
• i. identify basic facts, main ideas and supporting details, and draw conclusions
• ii. recognize basic conventions including aspects of format and style, and author's purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
• i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• iii. use language to suit the context.

Individuals and societies
A: Knowing and understanding
• i. use vocabulary in context
• ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

B: Investigating
• i. explain the choice of a research question
• iii. collect and record relevant information consistent with the research question

C: Communicating
• i. communicate information and ideas with clarity
• ii. organize information and ideas effectively for the task

D: Thinking critically
• i. identify the main points of ideas, events, visual representation or arguments

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Interpret and use effectively modes of non-verbal communication
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Take effective notes in class

Learning Experiences:
students do research on animal communities and prepare poster presentations in groups regarding migration. Students participate in the activity "Do you Speak Animal" at the Museum of Natural Science, carried out in English.

Social
II. Collaboration skills
• Practise empathy
• Take responsibility for one's own actions
• Manage and resolve conflict and work collaboratively in teams
• Make fair and equitable decisions
• Listen actively to other perspectives and ideas
• Encourage others to contribute
• Give and receive meaningful feedback
Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data
• Draw reasonable conclusions and generalizations
• Consider ideas from multiple perspectives
• Propose and evaluate a variety of solutions
• Identify obstacles and challenges

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make guesses, ask “what if” questions and generate testable hypotheses

Language acquisition

A: Comprehending spoken and visual text
• i. identify basic facts, messages, main ideas and supporting details in everyday situations
• ii. recognize basic conventions
• i. show understanding of messages, main ideas and supporting details in familiar situations

B: Comprehending written and visual text
• i. identify basic facts, messages, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
• i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• iii. use language to suit the context.

Individuals and societies

A: Knowing and understanding
• i. use vocabulary in context

B: Investigating
• i. explain the choice of a research question

C: Communicating
• i. communicate information and ideas with clarity

D: Thinking critically
• i. identify the main points of ideas, events, visual representation or arguments

Sciences

A: Knowing and understanding
• i. outline scientific knowledge

B: Inquiring and designing
• i. outline an appropriate problem or research question to be tested by a scientific investigation

C: Processing and evaluating
• i. present collected and transformed data

D: Reflecting on the impacts of science
• i. summarize the ways in which science is applied and used to address a specific problem or issue

Communication

I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Write for different purposes
• Take effective notes in class
• Make effective summary notes for studying
• Use a variety of organizers for academic writing tasks
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media
• Structure information in summaries, essays and reports

**Learning Experiences:**

**Learning experiences**

• Grammar review (present tenses/adverbs of frequency) on the interactive whiteboard (teacher and students)
• Keep a diary and learn about classmates' routines through role-play, question/answer interviews
• Basic Reading x phase 1/2 about Different routines in different countries
• Watch a documentary "Vado a Scuola" by Pascal Plisson
• Look up habits and routines around the world
• Work in groups to discuss common community aspects
• Engage with the graded reader "The Jungle Book" by R.Kipling
• Engage with the site regarding animal families related to Disney's "The Jungle Book"
• "Do you Speak Animal" presentation at the Museum of Natural Science

**Social**

**II. Collaboration skills**

• Practise empathy
• Delegate and share responsibility for decision-making
• Take responsibility for one’s own actions
• Manage and resolve conflict and work collaboratively in teams
• Give and receive meaningful feedback

**Learning Experiences:**

• Students work in groups to create Zot’s world
• Students give an oral presentation of their part of the project
• Students give feedback to peers
• Students write an ATL journey entry about working with others

**Thinking**

**VIII. Critical thinking skills**

• Practise observing carefully in order to recognise problems
• Interpret data
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives

**IX. Creative thinking skills**

• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Create original works and ideas; use existing works and ideas in new ways

**X. Transfer skills**

• Utilize effective learning strategies in subject groups and disciplines
• Compare conceptual understanding across multiple subject groups and disciplines
• Make connections between subject groups and disciplines

**Learning Experiences:**

• Students investigate habits in other countries
• Students work in groups to create an alien’s world
• Students carry out presentations
• Students discuss different holiday traditions
Unit Title

### MYP Assessment Criteria

#### Interdisciplinary:
- C: Communicating
- D: Reflecting

#### Language acquisition:
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text

#### Individuals and societies:
- C: Communicating

#### Sciences:
- A: Knowing and understanding
- B: Inquiring and designing
- C: Processing and evaluating

---

### Knowledge and Skills

Present simple Adverbs of frequency Prepositions of time Days of the week/months of the year Countries/nationalities Adjectives/comparatives computer use The use of Auxiliary Verbs in Questions and negatives When auxiliary verbs are required in questions: Subject/Object-based Questions: The QU-A-S-I formula.

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### Unit 1 Geography: Understanding human geography through the Global Goals 2030 (10 weeks (20 hours))

**Authors:** Elizabeth Coykendall Rice, Luca Secondo

#### Conceptual Understanding

#### MYP Assessment Criteria

#### Knowledge and Skills

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### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Global interaction</td>
<td>Individuals and societies: Geography</td>
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<tr>
<td></td>
<td>Disparity and equity</td>
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### Globalization and sustainability

**Exploration to Develop:**
- Human impact on the environment
- Commonality, diversity and interconnection
- Population and demography

---

### Global context

**Disparity and equity** affect our global interactions as understood through the UN Global Goals for 2030.

### Conceptual Understanding

**Statement of Inquiry:**

How do the UN Global Goals for 2030 help us understand our current world?

**Inquiry Questions:**
UNIT 3 Discovering Europe & Expo 2017 (6 weeks (12 hours))
Authors: Elizabeth Coykendall Rice

Key & Related Concepts

Key Concepts

Connections

Related Concepts

Individuals and societies: Geography
  • Culture

Global context

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Europe is made up of a variety of cultures and countries yet we are connected by region and the EU.

Statement of Inquiry:

How are the people and culture of the EU similar and different?

Inquiry Questions:

F: What are the countries, rivers, mountains of Europe?
D: What are the various languages, religions and conflicts in Europe among people and countries?
C: Can the EU continue?

Communication

I. Communication skills
  • Use a variety of speaking techniques to communicate with a variety of audiences
  • Interpret and use effectively modes of non-verbal communication

Self-management

III. Organization skills
  • Plan short- and long-term assignments; meet deadlines
  • Bring necessary equipment and supplies to class

Research

VI. Information literacy skills
  • Collect, record and verify data
  • Make connections between various sources of information
  • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Thinking

VIII. Critical thinking skills
  • Interpret data
  • Draw reasonable conclusions and generalizations

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically
Unit Title

Knowledge and Skills
Learn the capitals and countries of Europe Discuss the various languages and religions present in Europe Discuss EU conflicts regarding use of rivers, etc. Present a European country at Expo 2017

MYP1: ENG. UNIT 3 Change and Consequences
(12 weeks (45 hours))
Authors: Mark Ebury, ManageBac Support, Carole Stansfeld

Key Concepts
- Change

Key & Related Concepts
- Related Concepts
  - Language acquisition: Phases 1-2
    - Conventions
    - Meaning
  - Language acquisition: Phases 3-4
    - Conventions
    - Meaning
  - Individuals and societies: Geography
    - Causality (cause and consequence)

Global context
- Globalization and sustainability
  - English: Man’s interaction with nature and environment; literature as a way to see our interconnectedness; tensions in communities

Exploration to Develop:
- Human impact on the environment

Conceptual Understanding
- In English grammar, students need to be able to express the possible consequences of human actions and reactions and be able to describe these transformations and communicate them through the correct usage of verb tenses.
- In Literature, students need to be able to express possible consequences of characters in two novels, Holes by Louis Sachar and Trash by Andy Mulligan, to help them better understand choices and decisions, also for their own lives.
- In Geography, what are the relationships between Man and Nature and what are the consequences of this interaction and exchange, both in its positive and negative consequences.

Statement of Inquiry:
This unit focuses on the theme of change and consequences, tying in nicely with the three books chosen: "Holes" and "A Long Walk to Water" and "The Green Bicycle" and explores the role change and consequence have in the literature studied and in our world.

Inquiry Questions:
- D If is the biggest word in English. Learning to express "what happens if" opens up a world of opportunities to students to express themselves in various disciplines.: If is connected to probability but no one knows the future so if statements can never be proven
- F knowledge of conditional tenses; : How do I express ‘what happens if...’ in the English language?
- D : How can I talk/write about how character’s change due to actions in the text? How does the interconnectedness of the characters’ lives affect the community and society?
- C : How can I express consequences and the impact of man on his environment?

ATL
- Language acquisition
  - B: Comprehending written and visual text
UNIT 4 Global Issues and human geography: focus on the Middle East (8 weeks (16 hours))
Authors: Elizabeth Coykendall Rice

Key Concepts
- Global interaction

Related Concepts
- Individuals and societies: Geography
  - Diversity
Global context

Globalization and sustainability

Conceptual Understanding

In our study of the Middle East we will look at the diversity of the region and how human geography is important in this region.

Statement of Inquiry

How is our view of the Middle East shaped by the media and stereotypes and biases?

Inquiry Questions:

P: What are the countries and capitals of the Middle East?
D: How do our biases and stereotypes shape our understanding of the Middle East?
C: How have the natural resources shaped the Middle East?

Communication

I. Communication skills

• Use a variety of speaking techniques to communicate with a variety of audiences

Research

VI. Information literacy skills

• Access information to be informed and inform others

Thinking

VIII. Critical thinking skills

• Recognise unstated assumptions and bias

IX. Creative thinking skills

• Consider multiple alternatives, including those that might be unlikely or impossible

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

Population of the Middle East Urbanization Conflicts between peoples Economic and Political systems Global issues Migration and immigration issues

MYP1 Maths & Geo UNIT7: Orienteering (3 weeks)

Authors: Lorenzo Caviglia

Key Concepts

Form

Related Concepts

Mathematics

• Space

Individuals and societies: Geography

• Scale

Global context

Orientation in space and time

Exploration to Develop:

Scale, duration, frequency and variability

Conceptual Understanding

Scale Representation of objects or elements in Space gives us a way to orientate ourselves

Statement of Inquiry:

Scale representation and units of measurement gave mankind a language to describe time and space.

Inquiry Questions:
Describe the route that you take from home to school

Is time always perceived equally by everyone?

Individuals and societies

C: Communicating
  - i. communicate information and ideas with clarity

Self-management

IV. Affective skills
  - Mindfulness
    - Practise focus and concentration
    - Practise strategies to develop mental focus
    - Practise strategies to overcome distractions

Interdisciplinary:

• A: Disciplinary grounding
• D: Reflecting

Mathematics:

• A: Knowing and understanding
• B: Investigating patterns

Individuals and societies:

• C: Communicating

Knowledge and Skills

(Maths & Geo) Reading Scales; (Maths & Geo) Scale Diagrams; (Maths) Time Lines; (Maths Units of Time); (Maths) Time Calculations; (Maths) Timetables; (Maths & Geo) Map References; (Maths & Geo) Finding Points; (Maths & Geo) Coordinates; (Maths & Geo) Direction.

Humanities (MYP 1)

Unit Title

Class systems, repression and Revolution (we change so that nothing changes)
(9 weeks (72 hours))
Authors: Cinzia Rodino

Key Concepts

Change
Relationships

Related Concepts

Individuals and societies
  • Innovation and revolution

Global context

Fairness and development

Exploration to Develop:
Inequality, difference and inclusion

Conceptual Understanding

Students should be able to understand how people naturally chose to create a system in which there were rich and poor. The loosers and the winners. Feudal system, power struggle between church and government how this is still going on today. What constitutes a revolution? what are the elements that are required? Why did they fail and what did they obtain

Statement of Inquiry

Statement of Inquiry:

Inquiry Questions:
Unit Title

C: Understanding and evaluating causes that brought about change in our society

ATL

MYP Assessment Criteria

Knowledge and Skills

Kings, Queens and types of Governance
(10 weeks (50 hours))
Authors: Cinzia Rodino

Key & Related Concepts

- Key Concepts
  - Relationships
  - Systems

- Related Concepts
  - Individuals and societies
  - Causality (cause and consequence)
  - Power

Global context

Orientation in space and time

Exploration to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

Statement of Inquiry:
In space and time the power of Monarchs has modified their relationship with their subjects according to specific causality.

Inquiry Questions:
F: What are the different kinds of Monarchies through out time (The Normans and Tudors and Stuart)
C: What impact do different kinds of monarchies had in different societies
D: What are the positive and negative aspects of concentrating all power in the hands of one person?

Communication

I. Communication skills
- Use a variety of media to communicate with a range of audiences
- Share ideas with multiple audiences using a variety of digital environments and media
- Read a variety of sources for information and for pleasure
- Paraphrase accurately and concisely
- Make effective summary notes for studying

Learning Experiences:
via what I have observed it suits my students if I introduce a new unit and then ask them to find interesting ways to present it to the class. this way students become curious about the subject we are studying and get other pupils involved in finding new and different aspects. The product should be a a class puzzle.

ATL

Social
Self-management
Research
Thinking

Individuals and societies
Unit Title

D: Thinking critically
• i. analyse concepts, issues, models, visual representation and/or theories

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use a variety of media to communicate with a range of audiences
• Read critically and for comprehension

Learning Experiences:
Students will in time learn to listen but most of all to be self critical with their work. This will be seen via the constant use of a rough draft and then a good copy. The rough draft should be seen as an editing tool just like a perfect computer

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding, D: Thinking critically</th>
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<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>MYP2 Henry viii, Reinasence, Francis Drake and his explorations, The Globe theatre, Elizabeth., be able to define push and pull factors, whay did people go to England, what were thh ey looking for, why do we migrate, acquire new vocabulary based on the story of the Battle Hastings. How did William and his heirs extended their power, Students should be able to understand the importance of Henry VIII and his way of Reforming the Church. What were his true motives? were they as noble as Martin Luther?, MYP1 Why people migrated to England, The Battle of Hastings, How William took control of England</td>
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Why here? Pre History and Ancient Civilizations. What are pros and cons of nomadic lifestyle vs city lifestyle (20 weeks (13 hours))
Authors: Cinzia Rodino

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<td>Culture</td>
<td>Individuals and societies</td>
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<td>Processes</td>
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Global context

Transport Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Conceptual Understanding
How do we find out about things that happened long ago and far away?

Statement of Inquiry:
Why are we here?

Inquiry Questions:
F What is History? What do Historians do?: How do we interpret the past in the modern world?
C What defines pre history? is this fair and valid: When, why and how did civilization begin
D Is it in our Nature?
F who were the people that lived around the fertile crescent?: who were these people and how did they live?
C How did Geography impact the developement of their civilizations’: What makes a great civilization
D: Has civilization improved over time?

Communication
I. Communication skills
• Use a variety of media to communicate with a range of audiences

Learning Experiences:
I can identify and describe significant events and cultures within civilizations ATL 1
ATL 2 I can apply my knowledge to analyse information (historical documents, data, maps, graphs, models, ) and develop a relevant conclusion with appropriate evidence

Social
II. Collaboration skills
• Take responsibility for one’s own actions

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines

Research
VI. Information literacy skills
• Collect, record and verify data

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Create novel solutions to authentic problems

X. Transfer skills
• Inquire in different contexts to gain a different perspective

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating

Knowledge and Skills
Understand the interactions and interdependence of individuals, societies and environments in different contexts. Understand how both environmental and human systems operate and evolve over time. Use of language as a vehicle for thought creativity, reflection, learning self expression and social interaction. Develop the skills involved in listening, speaking, writing, viewing and presenting a variety of contexts. Develop critical, creative and personal approaches to studying and analysing literary and non literary works. Use humanities terminology in context. Demonstrate knowledge of subject specific content and concepts appropriate to the age level using descriptions, explanations and examples. Create work that employs organizational structures and language specific conventions throughout a variety of text types

Power and Revolutions
(10 weeks (20 hours))
Authors: Cinzia Rodino

Key & Related Concepts
Key Concepts
Change

Related Concepts
Individuals and societies
• Causality (cause and consequence)
• Innovation and revolution

Identities and relationships
Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
## Conceptual Understanding

### Statement of Inquiry:

**Statement of Inquiry:**

Revolutions bring change, through a particular causality, that shape new identities and relationships.

**Inquiry Questions:**

- **F**: Which were the most important Revolutions of the period you are studying?
- **C**: What are the various, long term and short term causes of these Revolutions?
- **D**: To what extent do Revolutions bring factual change?

### ATL

**MYP Assessment Criteria**

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

**Knowledge and Skills**

- MYP1: THE DOMSDAY BOOK, THE FEUDAL SYSTEM, HENRY II AND THOMAS BECKET, THE PEASANTS REVOLT.

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### The Tudors, Henry the VIII, Elizabeth the First (4 weeks)

**Authors**: Cinzia Rodino

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### Fertile Crescent (10 weeks (10 hours))

**Authors**: Cinzia Rodino

#### Key & Related Concepts

- **Key Concepts**: Global interaction
- **Related Concepts**: Individuals and societies
  - Causality (cause and consequence)

#### Global context

**Orientation in space and time**

- **Exploration to Develop**: Peoples, boundaries, exchange and interaction

#### Conceptual Understanding

focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. How does this bring about cause and effect?

**Statement of Inquiry:**

focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. How does this bring about cause and effect?

What is the meaning of “where” and “when”? Students will explore personal histories;
homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Inquiry Questions:

C Has Civilization improved over time? How does what a civilization values define it?: who were the Great Civilizations that established near the Fertile Crescent? and Why How does what a civilization values define it?

D Has Civilization improved over time?: Why How does what a civilization values define it?

F Who were these people and how did they live?: How did Geography impact the development of their civilization?

### Individuals and societies

**A: Knowing and understanding**

- i. use vocabulary in context

**D: Thinking critically**

- i. identify the main points of ideas, events, visual representation or arguments

### Communication

**I. Communication skills**

- Use a variety of media to communicate with a range of audiences

### Social

**II. Collaboration skills**

- Delegate and share responsibility for decision-making

### Self-management

**III. Organization skills**

- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments

### Research

**VI. Information literacy skills**

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information

### Thinking

**VIII. Critical thinking skills**

- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias

**X. Transfer skills**

- Utilize effective learning strategies in subject groups and disciplines

### MYP Assessment Criteria

**Interdisciplinary:**

- A: Disciplinary grounding
- B: Synthesizing

**Individuals and societies:**

- A: Knowing and understanding
- B: Investigating
- D: Thinking critically

### Knowledge and Skills

Students will be asked to watch a variety of media, class discussions, reading and comprehension. They will then be asked to keep up their rubrics and produce a poster or a presentation of their findings. Compare and contrast works and connect themes across genres Express and informed and independent response to literary and non literary texts. Level descriptions, explanations. Compose pieces that apply appropriate literary and or non literary features to serve context and content.
## Unit Title

The Great civilizations of China, India, and Japan: their beginnings (10 weeks (20 hours))

**Authors:** Cinzia Rodino

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<tr>
<td></td>
<td><strong>Identity</strong></td>
<td>Individuals and societies</td>
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<tr>
<td></td>
<td></td>
<td>• Causality (cause and consequence)</td>
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<th>Global context</th>
<th><strong>Personal and cultural expression</strong></th>
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<table>
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<th>Conceptual Understanding</th>
<th>Statement of Inquiry</th>
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<td>Religion was very important in early civilization. So was writing. How did they both help hold civilization together?</td>
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### Statement of Inquiry:

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity. This will enhance and define the particular features which define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.

**Inquiry Questions:**

- **E**: When is the earliest date that we know describing Chinese civilization?
- **C**: What were Confucious, Taoism, Legalism main concepts of government? pros and cons
- **D**: Which form of government was the fairest and most applicable? please provide a complete answer with a plausible example

### ATL

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## Ancient Greece: Fit for what? How can a society have a lasting impact? (10 weeks (41 hours))

**Authors:** Cinzia Rodino

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<th><strong>Fairness and development</strong></th>
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<td>Exploration to Develop: Democracy, politics, government and civil society</td>
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| Conceptual Understanding | An examination of the geography of Greece during ancient times; Its philosophers, their culture, army, architecture, their games, history of the Olympic games |

Statement of Inquiry:
Connections and associations between properties, objects, people and ideas—including the human community's with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching. Moreover how all these may have a lasting effect and what are the processes that brought to it. Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Inquiry Questions:
- Where did the Ancient Greeks live? What did they live off?
- Who were the greatest philosophers and what did they believe in?
- Do you agree with this saying: COGITO ERGO SUM, I THINK THERE FOR I AM? AGREE OR DISAGREE?

MYP Assessment Criteria
Knowledge and Skills

MYP 1 Interdisciplinary Unit:
Cultural Identity and traditions
(3 weeks)
Authors: Elizabeth Coykendall Rice, Elena Carrara, Esther Celli

Key Concepts
- Communities

Key & Related Concepts
- Individuals and societies
  - Culture
  - Identity
- Arts: Visual arts
  - Expression
  - Presentation
- Arts
  - Expression
  - Genre

Global context
- Identities and relationships
  Visual arts: We are engaged in this enquiry to make Christmas Cards for the local children’s hospital and to learn about the different ways in which different religious groups visually express their culture during the holiday season. These concepts are important to understand as they create awareness and promote understanding between the students and respect for people who hold different beliefs and values. It is important for the students as they directly help a sick child in need of support; they can learn the value of giving without receiving. People care about this topic as religion is one of the main forces behind local and global conflict. By raising awareness and helping each other to value differences in belief rather than despise them, we can start to create a better environment for all, putting aside our personal opinions and helping those in need.

- Music: Students will understand how to communicate and express themselves through the performance of Christmas songs. Music is a universal language and a perfect means to communicate the Christmas spirit all over the world.

Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
Unit Title
All of us on Earth are part of something bigger than ourselves, our families, our countries, religions and ethnic groups. "Us" refers to everyone on Earth. The celebrations represented (including Christmas) all share similar elements: lighting of candles, sharing food, giving gifts, decorations, singing, giving to the poor and hungry, gathering together and expressing thanks.

Conceptual Understanding
Art:
Students will look at how different religions express their faith creatively during the festive season via the use of imagery and words
Geography:
Students will investigate a variety of winter holidays and traditions around the world to see how others celebrate their traditions.
Music:
Students will learn how to perform some traditional Christmas songs on the keyboard.

Statement of Inquiry
The identity of a culture can be expressed through holiday traditional songs, artistic expression, and customs and traditions.

Inquiry Questions:
F: In what ways do different religions and cultures express their faith?
C: What similarities exist between the celebrations of the different cultures and religions at this time of year?
F: What specific foods and traditions are represented in the various cultures and traditions?
C: Why do different cultures and religions celebrate at this time of year?
D: What best represents the holiday season?

ATL

Interdisciplinary:
A: Disciplinary grounding
B: Synthesizing
C: Communicating
D: Reflecting

Individuals and societies:
A: Knowing and understanding
B: Investigating
C: Communicating
D: Thinking critically

Arts:
B: Developing skills
C: Thinking creatively
D: Responding

Knowledge and Skills
Names of holidays and some basic information on traditions of different cultures. Music and lyrics of songs. Basic knowledge of card design and construction, skills and knowledge in presentation: layout and design, appropriate use of materials and colour, basic techniques in illustration and different handwriting techniques. Music: music notation knowledge, knowing how to play the keyboard and therefore read music.

Class systems, and conflict
(9 weeks (50 hours))
Authors: Cinzia Rodino

Key & Related Concepts
Key Concepts
Related Concepts
Individuals and societies
### Unit Title

<table>
<thead>
<tr>
<th>Change</th>
<th>Systems</th>
<th>Change Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Causality (cause and consequence)</td>
<td>• Power</td>
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</table>

### Global context

| Fairness and development |

### Conceptual Understanding

Do Revolutions really change things? What are the elements that are essential for a Revolution to happen?

### Statement of Inquiry

**Statement of Inquiry:**

Revolutions in time and different environments

**Inquiry Questions:**

- D: Do Revolutions bring change? Are they positive?

### ATL

### MYP Assessment Criteria

#### Knowledge and Skills

**House devided Ancient Greece**

(10 weeks (10 hours))

**Authors:** Cinzia Rodino

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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</thead>
<tbody>
<tr>
<td>Aesthetics</td>
<td>Individuals and societies</td>
</tr>
<tr>
<td>Creativity</td>
<td>- Power</td>
</tr>
</tbody>
</table>

### Global context

| Fairness and development |

### Conceptual Understanding

**Statement of Inquiry:**

公平和发展，什么是我们共同人性的后果？学生将探索

**Inquiry Questions:**

- F: 谁是希腊人和斯巴达人
- D: 什么驱使希腊变得如此强大和持久？
- D: 斯巴达人还是雅典人？

### ATL

### MYP Assessment Criteria

**A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically**

**Knowledge and Skills**

欣赏人类和环境的共同点和多样性，理解个体、社会和环境在不同背景下的相互作用和相互依存，发展有效的研究技能以实现人文科学的概念性理解。在人文科学中使用人文科学术语，展示特定学科内容和概念的知识和理解，适合该年龄阶段。
## Understanding life in Medieval Europe

**(10 weeks (29 hours))**

**Authors:** Cinzia Rodino

### Key & Related Concepts

<table>
<thead>
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<th>Key Concepts</th>
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</tr>
<tr>
<td></td>
<td>• Causality (cause and consequence)</td>
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</tbody>
</table>

### Global context

- **Orientation in space and time**
  - *Exploration to Develop:* Evolution, constraints and adaptation

### Conceptual Understanding

I can communicate my understanding and interpretation of historical events, I can understand and explain examples of Medieval culture and history, I can separate the history from mythology of this period.

**Statement of Inquiry:**

Why do Humans romanticize violence and prejudice?

**Inquiry Questions:**

| F | When did the period we call Middle Age start? |
| C | What were the main events that characterized the Middle Ages? |
| D | Were the Middle Ages or Dark Ages really dark? if so why |

### ATL

- **Communication**
  - I. Communication skills
    - • Structure information in summaries, essays and reports
- **Social**
- **Self-management**
- **Research**

### MYP Assessment Criteria

**A: Knowing and understanding, C: Communicating**

- Reading and interpreting primary documents, reading comprehension of content area secondary source materials, Unit review and test preparation, note taking (double journal taking). They will be given rubrics and templates. Students will create a personal coat of arms. They will write and perform skits from this period. Designed or copy the early monks alphabet

---

## Project Genoa

**(7 weeks (50 hours))**

**Authors:** Cinzia Rodino

### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
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</thead>
<tbody>
<tr>
<td>Global interaction</td>
</tr>
<tr>
<td>Perspective</td>
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</table>

### Global context

- **Orientation in space and time**
  - *Exploration to Develop:* Natural and human landscapes and resources
**Unit Title**

Globalization and sustainability

**Conceptual Understanding**

Different perspectives often lead to multiple representations and interpretations and how these connect to our environment

**Statement of Inquiry**

How is everything connected in our city Genoa, are we globalized enough. Does landscape interfere or enhance our environment. Who is the Genovese?

**Inquiry Questions:**

- Could we re-launch Genoa knowing that big hindrance are the country is the laissez faire attitude of the people

**ATL**

**Communication**

I. Communication skills

- Give and receive meaningful feedback
- Use a variety of media to communicate with a range of audiences
- Read a variety of sources for information and for pleasure
- Paraphrase accurately and concisely

**Learning Experiences:**

Many students just saw it as a way to make Genoa beautiful. They were negative and thought that nothing could ever change

**MYP Assessment Criteria**

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

**Knowledge and Skills**

Knowing your environment, understanding the main driving forces acting within it. Knowing its past, reflecting on possible actions. Students will be using different ATLs plus their neighbourhood research to gather a clearer picture. Some will interview different age groups connected to lower and upper. Students will be asked to research their area, interviewing shop keepers, family members, observing the different styles of architecture. How does the land effect our housing? Genoa is a port town is it truly multicultural? Are we open to change? Who is not open to change and why? They are going to use their prior knowledge acquired in school. They will observe and use different ATLs. The students will be asked to provide solutions to how to make Genoa a place to stay and live prosperously

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**Ancient Rome**

(10 weeks (16 hours))

Authors: Cinzia Rodino

**Key & Related Concepts**

- **Key Concepts**
  - Systems

- **Related Concepts**
  - Individuals and societies
    - Globalization

**Global context**

- **Scientific and technical innovation**
  - Exploration to Develop: Adaptation, ingenuity and progress

**Conceptual Understanding**

**Statement of Inquiry:**

Students will explore the natural world and its laws the interaction between people and the natural world, how humans use their understanding of scientific principles the impact of
Unit Title

scientific and technological advances on communities and environments on human activity, how humans adapt environments to their needs

Inquiry Questions:

C who were these Romans: What was their main aim?

C What were their conquering methods? were they fair? Who else used their know how?: What were their conquering methods? were they fair? Who else used their know how?

D Were they greater than the Greeks if yes how?

ATL

MYP Assessment Criteria

Knowledge and Skills

Murder in the Cathedral
(2 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

FAMILY CONSTELLATIONS
(5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

Communication
I. Communication skills
• Use a variety of media to communicate with a range of audiences
• Read a variety of sources for information and for pleasure

Learning Experiences:

They learned the main elements of Communism, fascism, colonialism, dictatorship, First World War, Second and Cold War

Social
II. Collaboration skills
• Practise empathy
• Encourage others to contribute
• Give and receive meaningful feedback

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines

IV. Affective skills
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Try new ATL skills and evaluate their effectiveness
• Consider ATL skills development
  - How can I share my skills to help peers who need more practice?

Research
VI. Information literacy skills
• Collect, record and verify data
• Use memory techniques to develop long-term memory
• Present information in a variety of formats and platforms
• Collect and analyse data to identify solutions and make informed decisions

VII. Media literacy skills
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking
VIII. Critical thinking skills
• Draw reasonable conclusions and generalizations

IX. Creative thinking skills
• Make unexpected or unusual connections between objects and/or ideas

Learning Experiences:
Many of my students enjoyed learning about their past. Others loved sharing bits of their history that were not so glamorous. They started becoming more reflective and understanding of each other

Other
Learning Experiences:
visits, theatre, museums, whale watching, fishing. Scuba diving

MYP Assessment Criteria
Knowledge and Skills
Research based on family interviews, followed by an internet research., Research their family history via interviews, internet, videos, pictures, books but most of all spent talking with their families, Talk to their family members, gather information via internet, photographs, and videos

End of Year Test (5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

End of year Test (5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills
Reflection on the two projects
ATL; Relaunch Genoa and Family Constellation (1 week)
Authors: Cinzia Rodino

Conceptual Understanding
ATL
MYP Assessment Criteria
Knowledge and Skills

Reflection on the two projects
ATL; Relaunch Genoa and Family Constellation (1 week)
Authors: Cinzia Rodino

Conceptual Understanding
ATL
MYP Assessment Criteria
Knowledge and Skills

Reflection on the two projects
ATL; Relaunch Genoa and Family Constellation (1 week)
Authors: Cinzia Rodino

Conceptual Understanding
ATL
MYP Assessment Criteria
Knowledge and Skills

Physical and health education (MYP 2)

MYP1to5- UNIT1 Performance tests (2 weeks (8 hours))
Authors: Paola Taddei

Key Concepts
- Change
- Development

Related Concepts
- Physical and health education
  - Adaptation
  - Energy
  - Movement

Global context
- Identities and relationships
are my wellness and fitness good enough

**Exploration to Develop:**
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
<th>Enhance our performance and improve our level of fitness by knowing our body.</th>
</tr>
</thead>
</table>

**Statement of Inquiry:**
athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy

**Inquiry Questions:**

- **F**: How can I improve my level of fitness
- **C**: How can I know what is the best type of exercise for me
- **D**: is an healthy life style the solution for a better way of life

- **Physical and health education**
  - **B: Planning for performance**
    - design, explain and justify plans to improve physical performance and health.
  - **C: Applying and performing**
    - demonstrate and apply a range of skills and techniques effectively.
    - demonstrate and apply a range of strategies and movement concepts.
    - analyse and apply information to perform effectively.

- **ATL**
  - **Communication**
    - **I. Communication skills**
      - Give and receive meaningful feedback
  - **Research**
    - **VI. Information literacy skills**
      - Collect, record and verify data

- **MYP Assessment Criteria**
  - B: Planning for performance, C: Applying and performing

- **Knowledge and Skills**
  - Knowledge & Skills TBD

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**MYP2- UNIT 3- Beach volley**

*(4 weeks)*

**Authors:** Paola Taddei

**Conceptual Understanding**

**MYP Assessment Criteria**

**Knowledge and Skills**
MYP 2 Sciences Unit 2: How does smoking affect people's life?  
(6 weeks (18 hours))
Authors: Alice Delfino, Paola Taddei

Key & Related Concepts

Key Concepts
- Systems

Related Concepts
- Sciences
  - Consequences
- Physical and health education
  - Balance

Identities and relationships
- Exploration to Develop:
  Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Global context

The study of the human body systems, their functions and their interactions leads to a better awareness of the consequences that smoking could cause directly and indirectly on the human body and the society, contributing to the formation of balanced and respectful young adults.

Conceptual Understanding

Statement of Inquiry:

The study of the human body systems, their functions and their interactions leads to a better awareness of the consequences that smoking could cause directly and indirectly on the human body and the society, contributing to the formation of balanced and respectful young adults.

Inquiry Questions:

F: What are the parts and functions of the circulatory and respiratory system?
C: How do the respiratory and circulatory system interact?
F: What are the consequences of cigarettes smoke on our body?
D: Why do people start smoking? And how can we make people aware of the consequences of the smoke of cigarettes on our body?
C: How do movement and exercise have an impact on our respiratory and circulatory system?

Sciences

B: Inquiring and designing
  - i. describe a problem or question to be tested by a scientific investigation
  - ii. outline a testable hypothesis and explain it using scientific reasoning
  - iii. describe how to manipulate the variables, and describe how data will be collected
  - iv. design scientific investigations.

C: Processing and evaluating
  - i. present collected and transformed data
  - ii. interpret data and describe results using scientific reasoning
  - iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
  - iv. discuss the validity of the method
  - v. describe improvements or extensions to the method.

Self-management

III. Organization skills
  - Create plans to prepare for summative assessments (examinations and performances)
  - Set goals that are challenging and realistic
• Use appropriate strategies for organizing complex information
• Select and use technology effectively and productively

**Learning Experiences:**

Develop experimental activities with the help of the teacher and alone.

---

**Research**

**VI. Information literacy skills**

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct abibliography according to recognised conventions

**VII. Media literacy skills**

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**Learning Experiences:**

Students will research and analyze information from a variety of media. They will build a document using the information they found and the knowledge they have acquired during the unit.

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**MYP Assessment Criteria**

**Interdisciplinary:**

- B: Synthesizing
- C: Communicating

**Sciences:**

- A: Knowing and understanding
- B: Inquiring and designing
- C: Processing and evaluating
- D: Reflecting on the impacts of science

**Physical and health education:**

- A: Knowing and understanding
- B: Planning for performance

---

**Knowledge and Skills**


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**migration and sports**

*(9 weeks (18 hours))*

**Authors:** Paola Taddei

---

**Key Concepts**

- Change
- Communities
- Connections
- Global interaction
- Relationships
- Time, place and space

**Related Concepts**

- Physical and health education
  - Adaptation
  - Interaction
  - Movement
Global context

Identities and relationships

*Exploration to Develop:*
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Orientation in space and time

*Exploration to Develop:*
Epochs, eras, turning points and "big history"

Globalization and sustainability

*Exploration to Develop:*
Commonality, diversity and interconnection

Conceptual Understanding

Sports can help us to know different worlds and people and ways to live

Statement of Inquiry

**Statement of Inquiry:**
Sports help us knowing different cultures

**Inquiry Questions:**

- How certain sports are famous in certain countries and not in others
- Is the role of sport important during a war period? Why?
- When did the female sport become appreciated as the male one?

Communication

I. Communication skills

- Use a variety of media to communicate with a range of audiences
- Read a variety of sources for information and for pleasure
- Take effective notes in class
- Use a variety of organizers for academic writing tasks
- Structure information in summaries, essays and reports

Social

II. Collaboration skills

- Delegate and share responsibility for decision-making
- Manage and resolve conflict and work collaboratively in teams

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines

Research

VI. Information literacy skills

- Access information to be informed and inform others
- Present information in a variety of formats and platforms

VII. Media literacy skills

- Make informed choices about personal viewing experiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

IX. Creative thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills

- Make connections between subject groups and disciplines

MYP Assessment Criteria

**Interdisciplinary:**

- A: Disciplinary grounding
- D: Reflecting

**Physical and health education:**
Unit Title

- A: Knowing and understanding
- D: Reflecting and improving performance

Knowledge and Skills
the student will learn different sports and cultures by playing uncommon sports

**cooperation and self perception**
(4 weeks (14 hours))
**Authors:** Luca Secondo, Jennifer McDermott

**Key & Related Concepts**

**Key Concepts**
- Communication
- Identity
- Perspective

**Related Concepts**
- Language and literature
  - Point of view
- Mathematics
  - Representation
- Arts: Visual arts
  - Expression
  - Interpretation
  - Presentation
- Physical and health education
  - Balance
  - Interaction

Global context
- Identities and relationships

Conceptual Understanding

**Statement of Inquiry:**

**Inquiry Questions:**
- C: who am I? how do i see myself?
- C: how do other classmates see me?
- C: how do i represent myself?
- C: what role do i play in the class group?
- C: what is the perception of my body?

**Interdisciplinary:**
- B: Synthesizing
- D: Reflecting

**Language and literature:**
- B: Organizing
- C: Producing text
- D: Using language

**Arts:**
- D: Responding

**Mathematics:**
- B: Investigating patterns
- C: Communicating

Knowledge and Skills
## Key & Related Concepts

### Key Concepts
- Change
- Global interaction
- Identity
- Relationships

### Related Concepts
- Physical and health education
  - Interaction
  - Movement

### Global context

#### Identities and relationships
- Exploration to Develop:
  - Physical, psychological and social development; transitions; health and well-being; lifestyle choices

#### Fairness and development
- Exploration to Develop:
  - Inequality, difference and inclusion
  - Human capability and development; social entrepreneurs
  - Imagining a hopeful future

### Conceptual Understanding

Knowing sports through the Olympic games, such as: beach volley, volleyball, athletics, gymnastics and Paralympics sports

#### Statement of Inquiry:

Nowadays, being a Paralympic athlete can be hard, knowing better the sports' world can help us to find a way to put Olympics and Paralympics athlete on the same level.

**Inquiry Questions:**
- **P**: what do I know about Olympics and Paralympics games?
- **C**: how can I learn how to play different Olympics games or sports?
- **D**: will we be able to consider Olympics and Paralympics games at the same level, in the future?

### Physical and health education

**A: Knowing and understanding**
- describe physical health education factual, procedural and conceptual knowledge.

**C: Applying and performing**
- outline and apply information to perform effectively.

#### Communication

**I. Communication skills**
- Take effective notes in class
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

### ATL

#### Social

**II. Collaboration skills**
- Practise empathy
- Encourage others to contribute
- Give and receive meaningful feedback

#### Self-management

**III. Organization skills**
- Select and use technology effectively and productively
Unit Title

• Mindfulness
  - Practise being aware of body–mind connections
• Self-motivation
  - Practise positive thinking

Research

VI. Information literacy skills
• Understand and use technology systems
• Create references and citations, use footnotes/endnotes and construct
  bibliography according to recognised conventions

VII. Media literacy skills
• Compare, contrast and draw connections among (multi)media resources

Thinking

VIII. Critical thinking skills
• Consider ideas from multiple perspectives

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations
• Combine knowledge, understanding and skills to create products or solutions

MYP Assessment Criteria

A: Knowing and understanding, C: Applying and performing

Knowledge and Skills

the student will be able to play a game, and he will know facts about olympics and
paralympics games trying to find real solutions to get paralympics and olympics athletes at
the same level

Mathematics (MYP 2)

Unit Title

Rationals (4 weeks)
Authors: Lorenzo Caviglia, Jennifer McDermott

Key & Related Concepts

Key Concepts

Scientific and technical innovation

Exploration to Develop:
Mathematical puzzles, principles and discoveries

Related Concepts

Mathematics
• Equivalence
• Pattern
• Representation

Conceptual Understanding

Rational numbers can be Represented in different but Equivalent ways. Through
these representations, we can explore the Relationship between different Areas
of Mathematics.

Statement of Inquiry:

Fractions can be represented as decimal numbers, which can be represented as
percentages. Each representation is useful in different areas of Mathematics.

Inquiry Questions:

F Relationship between decimal fractions (i.e. fractions with a divisor of a power of 10 as
a denominator) and decimal numbers.: Do you know the decimal number equivalent to 1/2?

C Relationship between recurring decimal numbers and fractions.: How do we find a
fraction equivalent to a recurring decimal number?
The Real Numbers: Do you think that each decimal number has its equivalent fraction?

Mathematics

B: Investigating patterns
- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as relationships and/or general rules consistent with findings
- iii. verify and justify relationships and/or general rules.

C: Communicating
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use a variety of media to communicate with a range of audiences
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Read critically and for comprehension
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation
- Make effective summary notes for studying

Social

ATL

II. Collaboration skills
- Help others to succeed
- Take responsibility for one’s own actions
- Manage and resolve conflict and work collaboratively in teams
- Listen actively to other perspectives and ideas
- Give and receive meaningful feedback

Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Bring necessary equipment and supplies to class

V. Reflection skills
- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Formulate factual, topical, conceptual and debatable questions
- Identify trends and forecast possibilities

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating patterns, C: Communicating

Knowledge and Skills

Fractions: definition, properties, operations. The students will review this topic (which should have been done in previous years) working in groups. They will produce presentations to share with the class, developing social and communication skills.

Decimals: definition, representation on the number line, operations. Relationship between fractions and decimals: each fraction can be transformed into a decimal number, but not all decimal numbers can be transformed into fractions. Methods and patterns to transform one object into another and vice versa.
Unit Title

Percentages (3 weeks)
Authors: Enrica Minetti, Alice Delfino, Lorenzo Caviglia, Jennifer McDermott

Key Concepts
- Relationships

Related Concepts
- Mathematics
  - Quantity
  - Representation

Global context
- Globalization and sustainability
  - Exploration to Develop:
    - Population and demography

Conceptual Understanding

Statement of Inquiry:
Percentages are a useful tool to investigate the distribution of resources on Earth because they can be used to represent and communicate relationships among quantities.

Inquiry Questions:
- F: How can we calculate a percentage?
- C: Why percentages are useful to compare quantities?
- D: Why resources that are available on Earth are not evenly distributed among all different populations?

ATL

Mathematics
- C: Communicating
  - i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
  - ii. use appropriate forms of mathematical representation to present information
  - iii. move between different forms of mathematical representation

- D: Applying mathematics in real-life contexts
  - i. identify relevant elements of authentic real-life situations

Self-management
- IV. Affective skills
  - Mindfulness
    - Practise focus and concentration
  - Emotional management
    - Practise strategies to reduce stress and anxiety
  - Self-motivation
    - Practise positive thinking
  - Resilience
    - Practise “bouncing back” after adversity, mistakes and failures
    - Practise dealing with disappointment and unmet expectations

Learning Experiences:
Students will have to opportunity to engage in a series of challenging activities that will give them the opportunity to reflect on their way of approaching problems and difficulties. Their reflections will be registered on their ATL journal.

Research
- VI. Information literacy skills
  - Collect, record and verify data
  - Access information to be informed and inform others
  - Present information in a variety of formats and platforms
  - Collect and analyse data to identify solutions and make informed decisions
  - Process data and report results
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Understand and implement intellectual property rights
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

VII. Media literacy skills
• Make informed choices about personal viewing experiences
• Seek a range of perspectives from multiple and varied sources
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Learning Experiences:
Research of data regarding the distribution of resources on Earth.
Construction of a document (poster) synthesizing collected information and showing the use of different forms of representation.

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding, C: Communicating, D: Applying mathematics in real-life contexts</th>
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Knowledge and Skills
Interpreting ratios to represent relations between quantities, Transforming fractions, percentages, decimals, Investigation of real-life problems, Graphical representation of percentages, The definition of Percentage. The relationship between percentages, fractions and decimal numbers. The use of the three languages in different contexts. Real-life applications of percentages (statistics)

Mathematical language and representation (4 weeks)
Authors: Lorenzo Caviglia, Jennifer McDermott

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<thead>
<tr>
<th>Key &amp; Related Concepts</th>
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<td>Logic</td>
<td>Mathematics</td>
<td>• Representation</td>
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<td>• Simplification</td>
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Global context

Personal and cultural expression

Exploration to Develop:
Metacognition and abstract thinking

Conceptual Understanding

Statement of Inquiry:
The language we use defines our understanding process: different representations can simplify our learning.

Inquiry Questions:
F: What is the meaning " = " in maths?
C: Are examples enough to prove that a statement is true in general?
D: Is mathematical language a good language to express general properties?

Mathematics
A: Knowing and understanding
• i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
C: Communicating
Unit Title

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete and coherent mathematical lines of reasoning

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols

Thinking

VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions

MYP Assessment Criteria

A: Knowing and understanding, C: Communicating

Knowledge and Skills

Elements of Algebraic language: use of letters to represent variables, parameters and/or unknown objects. Use of letters (as variables / parameters / unknown) to write general statements in Algebraic language. Transformations between algebraic representations. Interpretation of different algebraic representations.

Coordinate systems (4 weeks)
Authors: Alice Delfino, Enrica Minetti, Lorenzo Caviglia, Elizabeth Coykendall Rice, Jennifer McDermott

Key Concepts
- Relationships

Related Concepts
- Mathematics
  - Model
  - Space
- Individuals and societies: Geography
  - Scale

Global context
- Exploration to Develop:
  Scale, duration, frequency and variability

Conceptual Understanding

Statement of Inquiry:
Coordinate systems are a powerful tool that allow the human kind to better communicate positions in space.

Inquiry Questions:
- How do we locate objects on a map?
- How many informations do we need to find the exact position of an object on a 2 dimensional plane?
**Unit Title**

**D**: Why do we need to standardize coordinate systems?

**C**: Which pieces of information can we obtain from a position / time graph?

---

**Mathematics**

**A: Knowing and understanding**
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

**D: Applying mathematics in real-life contexts**
- i. identify relevant elements of authentic real-life situations

**Communication**

**I. Communication skills**
- Negotiate ideas and knowledge with peers and teachers

**Learning Experiences:**

At the start of the unit, a practical activity will be used to make students understand that to communicate effectively a certain level of negotiation is needed.

**Self-management**

**III. Organization skills**
- Select and use technology effectively and productively

**Learning Experiences:**

During the projection of the ppt presentation, the teacher will explain and help students understanding when is important to take notes and when is more important to listen and understand. Students will learn to discern information.

---

**MYP Assessment Criteria**

**Mathematics:**
- A: Knowing and understanding
- D: Applying mathematics in real-life contexts

**Knowledge and Skills**

Coordinate systems, units, points, quadrants. Calculating the coordinates of points, applying simple transformations. Representing data and objects on the plane. The Cartesian Plane. Coordinate System to locate objects in space. Cartesian Graphs as representations of relationships between objects. Introduction (through experience) to Position / Time Graphs. Reading and producing P-T Graphs.

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**Powers and Roots (2 weeks)**

**Authors:** Lorenzo Caviglia, Jennifer McDermott

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**Key Concepts**

- Relationships

**Related Concepts**

- Mathematics
  - Change
  - Representation

---

**Scientific and technical innovation**

*Exploration to Develop:*

Mathematical puzzles, principles and discoveries

**Conceptual Understanding**

Discovering the relationship between the side and the diagonal of a square changed the way Humans approached to Mathematics

**Statement of Inquiry:**

8 is the third power of 2. Changing point of view, 2 is the third root of 8.

**Inquiry Questions:**
Unit Title

F: Which number, multiplied by itself, gives 4 as a result?
C: Which number, multiplied by itself, gives 2 as a result?
D: Can we measure the diagonal of a square using the side as a unit of measurement?

ATL
Mathematics
C: Communicating
- iii. move between different forms of mathematical representation

Communication
I. Communication skills
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation

MYP Assessment Criteria
A: Knowing and understanding, C: Communicating

Knowledge and Skills
Powers, Logarithms and Roots. Properties of Roots, operating with roots, roots as powers with a fractional exponent.

Pythagora's theorem (4 weeks)
Authors: Enrica Minetti, Lorenzo Caviglia, Elizabeth Coykendall Rice, Jennifer McDermott

Key & Related Concepts

Key Concepts
- Logic

Related Concepts
- Mathematics
  - Justification
  - Measurement
- Individuals and societies: Geography
  - Scale

Global context
Scientific and technical innovation
- Exploration to Develop:
  Mathematical puzzles, principles and discoveries

Conceptual Understanding
Statement of Inquiry:
The relationship between the measures of a right triangle is modelized by Pythagora's Theorem.

Inquiry Questions:
F: What is a right angle?
C: Which unique properties do right triangles have?
D: Does Pythagora's Theorem apply on large-scale maps?

ATL
Mathematics
A: Knowing and understanding
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

D: Applying mathematics in real-life contexts
Unit Title

• v. explain whether a solution makes sense in the context of the authentic real-life situation.

Thinking

VIII. Critical thinking skills
• Recognise and evaluate propositions
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives
• Use models and simulations to explore complex systems and issues

Self-management

MYP Assessment Criteria

Interdisciplinary:
• B: Synthesizing

Mathematics:
• A: Knowing and understanding

Knowledge and Skills

Pythagora's Theorem. Applications of the Theorem in real-life context. Issues with its application on large-scale maps.

Statistics (3 weeks)
Authors: Lorenzo Caviglia

Key Concepts
• Relationships

Related Concepts
• Mathematics
  • Measurement
  • Quantity

Global context

Globalization and sustainability

Exploration to Develop:
Population and demography

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:

MYP Assessment Criteria

Perimeters and Areas (4 weeks)
Authors: Lorenzo Caviglia, Alberto Damiano, Nicola Roccatagliata, Jennifer McDermott

Key Concepts
• Form

Related Concepts
• Mathematics
  • Measurement
  • Space
  • Design
  • Form

Global context

Scientific and technical innovation

Exploration to Develop:
Conceptual Understanding

Define relationships between sides, perimeter and area.

Statement of Inquiry:

The study of forms through their measurements and their relations with the space in which they are positioned guides humanity toward the discovery of new ways to study, interact with and adapt to the environment.

Inquiry Questions:

C: How do knowing measurements contribute to the evaluation of the usefulness of a box?

F: How can we calculate the surface area of an object?

D: Are scale drawings useful for planning?

Mathematics

A: Knowing and understanding

• iii. solve problems correctly in a variety of contexts

D: Applying mathematics in real-life contexts

• i. identify relevant elements of authentic real-life situations
• ii. select appropriate mathematical strategies when solving authentic real-life situations
• v. explain whether a solution makes sense in the context of the authentic real-life situation.

Design

B: Developing ideas

• i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected
• iii. present the chosen design and outline the reasons for its selection

Communication

I. Communication skills

• Collaborate with peers and experts using a variety of digital environments and media
• Share ideas with multiple audiences using a variety of digital environments and media

Learning Experiences:

geometrical problems to be solved in groups

Thinking

VIII. Critical thinking skills

• Propose and evaluate a variety of solutions

IX. Creative thinking skills

• Practise visible thinking strategies and techniques

Learning Experiences:

Variety of problems with many possible solutions to be solve in autonomy, in groups or with the help of the teacher.

MYP Assessment Criteria

Interdisciplinary:

• A: Disciplinary grounding

Mathematics:

• A: Knowing and understanding
• D: Applying mathematics in real-life contexts

Design:

• B: Developing ideas
• C: Creating the solution
Definition of triangles and quadrilaterals. Drawing and labeling correctly. Calculation of perimeters and areas of triangles, quadrilaterals and compound shapes. Solve problems calculating missing elements and applying properties. Applying said knowledge in a real-life situation (to be planned with Design teacher) Being able to make estimates and check the coherence of results

explaining "things" (8 weeks)
Authors: Enrica Minetti, Lorenzo Caviglia

conceptual understanding

MYP Assessment Criteria

knowledge and skills

cooperation and self perception
(4 weeks (14 hours))
Authors: Luca Secondo, Jennifer McDermott

Key Concepts
- Communication
- Identity
- Perspective

Related Concepts
- Language and literature
  - Point of view
- Mathematics
  - Representation
- Arts: Visual arts
  - Expression
  - Interpretation
  - Presentation
- Physical and health education
  - Balance
  - Interaction

Global context

identities and relationships

conceptual understanding

Statement of Inquiry:

Inquiry Questions:

C: who am I? how do i see myself?
C: how do other classmates see me?
C: how do i represent myself?
C: what role do i play in the class group?
C: what is the perception of my body?

Interdisciplinary:

• B: Synthesizing
• D: Reflecting

Language and literature:

• B: Organizing
• C: Producing text
• D: Using language
MYP2 Interdisciplinary unit
Design and Maths: The right proportion (4 weeks)
Authors: Lorenzo Caviglia, Alice Delfino, Nicola Roccatagliata, Jennifer McDermott

Key Concepts
Form

Related Concepts
Mathematics
- Equivalence
- Design
- Perspective

Global context
Personal and cultural expression
Exploration to Develop:
Artistry, craft, creation, beauty

Conceptual Understanding

The creation of a "camera obscura" is an excellent way to let the students approach the creation of a physical product that functions as intended. This experience of creation is basilar for the students to understand how to physically create a product starting from a plan that was previously made. Rather than this, the experience of "camera obscura" is also relevant to understand the basic principles of how photography works, a knowledge that is always taken for granted with the diffusion of digital cameras in every aspect of our life.

Statement of Inquiry:
A proportion is the equivalence of two ratios. We use the word "proportionate" to describe an object with specific aesthetic qualities. The two concepts are related.

Inquiry Questions:
F: Draw two proportional triangles
C: Why do we use the word "proportion" in so many different contexts?
D: Is a proportionate face truly more beautiful?
F: How is possible to create proportionated shapes and patterns?
C: How industrial design products reflect a project of proportions in the shapes?
D: Is it possible, through the disruption of proportions, to obtain an unusual and catching effect for the eyes?

ATL

Mathematics
A: Knowing and understanding
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

C: Communicating
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
Knowledge and Skills

The creation and use of a Camera Obscura. Proportions: from an algebraic point of view, as peculiar equations; from a geometrical point of view, direct proportionality. Point-Reflection Symmetry as a specific example of geometrical transformation that produces proportional images. From the design point of view, the creation of a "camera obscura" is an excellent way to apply design process to the creation of a product. Students need to develop ideas when planning the solution in the step B and excellent executive skills when physically creating the solution. More than this students will present their camera in front of their peers, selling that as a real design product.

Design (MYP 2)

Unit Title

MYP2 Design Unit 1:
INTRODUCTION TO DESIGN
(36 weeks (30 hours))
Authors: Nicola Roccatagliata, ManageBac Support

Key & Related Concepts

Key Concepts
- Creativity
- Culture
- Form

Related Concepts
- Design
  - Function
  - Invention

Global context
- Identities and relationships

Conceptual Understanding

We live in a world where everything around us was designed, starting to recognize design around us and understanding why was designed in that way allows us to understand the needs of the consumers and at the same way gaining a consciousness about design.
Statement of Inquiry:
The invention of any product requires creativity and the understanding of the needs of the consumers.

Inquiry Questions:
C: how is possible to understand design, observing what we have around us?
F: How can you understand the function of a product?
D: What comes first? Design or the consumers needs?

- Design
  A: Inquiring and analysing
    • i. explain and justify the need for a solution to a problem

- Communication
  I. Communication skills
    • Give and receive meaningful feedback
    • Take effective notes in class

- Self-management
  IV. Affective skills
    • Mindfulness
      - Practise focus and concentration
    • Perseverance
      - Demonstrate persistence and perseverance

- Research
  VI. Information literacy skills
    • Collect, record and verify data
    • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
  VII. Media literacy skills
    • Seek a range of perspectives from multiple and varied sources

- Thinking
  VIII. Critical thinking skills
    • Practise observing carefully in order to recognise problems
    • Gather and organize relevant information to formulate an argument
    • Draw reasonable conclusions and generalizations
    • Formulate factual, topical, conceptual and debatable questions
    • Consider ideas from multiple perspectives
    • Propose and evaluate a variety of solutions
    • Identify obstacles and challenges
  IX. Creative thinking skills
    • Consider multiple alternatives, including those that might be unlikely or impossible
    • Make unexpected or unusual connections between objects and/or ideas
    • Apply existing knowledge to generate new ideas, products or processes
  X. Transfer skills
    • Apply skills and knowledge in unfamiliar situations
    • Inquire in different contexts to gain a different perspective
    • Make connections between subject groups and disciplines

MYP Assessment Criteria
A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating

In this unit the students develop THINKING SKILLS and RESEARCH SKILLS. ACTIVE LEARNING EXPERIENCES: for THINKING SKILLS: - students start to recognise DESIGN around them - students are engaged to ask themselves the reasons why some products exist, why are they made in that way and to which needs of users they are responding to for RESEARCH SKILLS: - students learn how to ask themselves the right questions that can conduce them to the right answers - though specific exercises based on the analysis of the products and of the users and their needs - students start moving in the “Inquiring and analysing” field through an approach of research and thinking about the products around them, products that are part of the world around them. To understand some principles of design, students will have to learn some important information related to design. More
specifically, they will learn: - to understand how design is present in every aspect of our life
- to understand the differences between industrial production and artisanal production - to
differentiate products that were made with industrial production and others that were made
using artisanal method - to recognize and to differentiate the different kinds of designs and
their most important characteristics - to recognize the most important peculiarities of the
products - to understand the needs of the users that lead to the creation of products - to
identify the different needs of users, related to their situations, jobs or situations.
Furthermore students will learn the main characteristics of design products that have
become masterpieces of design, they will learn why they became so important and how did
they change the way we approach to the world. Students, through the vision of different
videos, presented in the presentations, will learn the main features of some industrial
manufacturing processes, will learn how different kinds of users have different kinds of
needs and will be encouraged to always ask themselves the reasons at the origin of a
product., Connected to the first approach to Design field is also the capability to create
precise technical drawings: the students learn how to use the material to draw technical
drawings in a precise and clear way. Understanding how to use the pencils, the compass
and the squares in the correct way is basilar as first approach to the representation of
design products. Students move their first moves in technical drawing execution through
the creation of pattern and then gradually start representing the most important geometrical
constructions (such as exagon, pentagon, square, etcetera...). Technical drawing in this
case will be then used in the future as a tool to obtain a clear representation of design
items and not only as an end in itself exercise.

EVALUATING YOUR PRODUCT
(2 weeks (4 hours))
Authors: Nicola Roccatagliata

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<td>🎯 Connections</td>
<td>🎯 Design</td>
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<td>• Collaboration</td>
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<td>• Markets and trends</td>
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Identities and relationships

Global context

Exploration to Develop:
Competition and cooperation; teams, affiliation and leadership

Conceptual Understanding

To know how effective our design product is connected to the other steps of design cycle
we made, we have to know how to carry on a self critic about it and how to manage some
tools like analytics and interviews to the users to understand how the product is interacting
with the users.

Statement of Inquiry:

Only being able to manage a process of evaluation designers can understand the impact of
their product on the market.

Inquiry Questions:

F : What are the tools designers can use to evaluate their products?
C : How to consider evaluation not as the final step but as the decisive step to eventually
reinvent.
D : Evaluation that is normally used in design is someway transferable to other aspects of
life?
EXPRESS YOUR MUSIC
(4 weeks (8 hours))
Authors: Nicola Roccatagliata

Key & Related Concepts

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<td>Identity</td>
<td>Design</td>
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<td>• Form</td>
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<td></td>
<td>• Innovation</td>
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<td>• Markets and trends</td>
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Global context

Identities and relationships
Music is an expression of identity and personality, through it we can expand our horizon.

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

What is your favourite musician or group? Well, now you’ve been contacted to develop an usb memory device to sell that music. It must be innovative as shape and at the same time it has to represent the deep soul of the artist / group. Use graphic design and product design to develop the best product.

Statement of Inquiry:
A product is not only a product, it’s an expression of identity and membership that can allow users to identify themselves in its value.

Inquiry Questions:

F: What are the steps to define a product that is expression of values and concepts?
C: How is possible to achieve the best connection between a product and what it represents?
D: Will be products more and more expression of the values and interests of the users?

ATL

Communication
I. Communication skills
• Use intercultural understanding to interpret communication

Social
II. Collaboration skills
• Use social media networks appropriately to build and develop relationships
• Practise empathy

Thinking
VIII. Critical thinking skills
• Propose and evaluate a variety of solutions
• Identify trends and forecast possibilities
IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries

MYP Assessment Criteria

Knowledge and Skills
Creating the solution and Evaluating are criteria C and D in IBO Design cycle but they are just a trustworthy reflection of what usually happens when designers need to create a PROTOTYPE (also called MOCK UP) and then make an objective evaluation in order to be able to eventually modify the solution. Understanding how to create a solution and how to evaluate it are skills that are not only crucial for designers but also for students to practice perseverance, self critique and self improvement.

**Statement of Inquiry:**

The innovation in systems, models and products is done with an iterative process that includes the physical creation of the solution and its following evaluation. Only in this way is possible to really understand if the project is going in the correct direction.

**Inquiry Questions:**

**F**: What is the purpose of the creation of the solution? What is the aim of the following evaluation?

**C**: How a physical model can transfer in an effective way a concept in order to evaluate it in the proper way.

**D**: Is always necessary a physical model to evaluate a solution or already with some sketches is possible to start evaluating it?
• Seek a range of perspectives from multiple and varied sources

Thinking

VIII. Critical thinking skills
• Test generalizations and conclusions
• Revise understanding based on new information and evidence
• Consider ideas from multiple perspectives
• Propose and evaluate a variety of solutions

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible
• Design improvements to existing machines, media and technologies
• Design new machines, media and technologies
• Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

MYP Assessment Criteria

C: Creating the solution, D: Evaluating

Understanding how a solution can be created and later evaluated are the main topics of this unit. More specifically students learn how a physical model is created and why. Analysing examples of real design prototypes, they understand the main differences between prototypes and physical models. After acquiring knowledge related to the “creating the solution” step, students deal with evaluation of a product, evaluation based on specific objective checks, designed specifically to obtain a trustworthy and objective evaluation of the solution. As final step, students learn to eventually go back to the solution, modifying it when the evaluation method didn’t meet the initial specifications.

Perimeters and Areas (4 weeks)
Authors: Lorenzo Caviglia, Alberto Damiano, Nicola Roccatagliata, Jennifer McDermott

Key Concepts

Form

Related Concepts

Mathematics
• Measurement
• Space

Design
• Form

Scientific and technical innovation

Exploration to Develop:
Systems, models, methods; products, processes and solutions

Conceptual Understanding

Define relationships between sides, perimeter and area.

Statement of Inquiry:
The study of forms through their measurements and their relations with the space in which they are positioned guides humanity toward the discovery of new ways to study, interact with and adapt to the environment.

Inquiry Questions:

C: How do knowing measurements contribute to the evaluation of the usefulness of a box?

F: How can we calculate the surface area of an object?

D: Are scale drawings useful for planning?
Mathematics
A: Knowing and understanding
  • iii. solve problems correctly in a variety of contexts

D: Applying mathematics in real-life contexts
  • i. identify relevant elements of authentic real-life situations
  • ii. select appropriate mathematical strategies when solving authentic real-life situations
  • v. explain whether a solution makes sense in the context of the authentic real-life situation.

Design
B: Developing ideas
  • i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected
  • iii. present the chosen design and outline the reasons for its selection

Communication
I. Communication skills
  • Collaborate with peers and experts using a variety of digital environments and media
  • Share ideas with multiple audiences using a variety of digital environments and media

Learning Experiences:
  geometrical problems to be solved in groups

Thinking
VIII. Critical thinking skills
  • Propose and evaluate a variety of solutions

IX. Creative thinking skills
  • Practise visible thinking strategies and techniques

Learning Experiences:
  Variety of problems with many possible solutions to be solve in autonomy, in groups or with the help of the teacher.

MYP Assessment Criteria

Interdisciplinary:
  • A: Disciplinary grounding

Mathematics:
  • A: Knowing and understanding
  • D: Applying mathematics in real-life contexts

Design:
  • B: Developing ideas
  • C: Creating the solution

Knowledge and Skills
Definition of triangles and quadrilaterals. Drawing and labeling correctly. Calculation of perimeters and areas of triangles, quadrilaterals and compound shapes. Solve problems calculating missing elements and applying properties. Applying said knowledge in a real-life situation (to be planned with Design teacher) Being able to make estimates and check the coherence of results

MYP2 Design Unit 4: PACKAGING
(6 weeks (16 hours))
Authors: Nicola Roccatagliata

Key Concepts
  Aesthetics
  Creativity
  Form

Related Concepts
  Design
  • Form
  • Innovation
  • Markets and trends
Innovation in the field of packaging can lead to the creation of unexpected and original solutions that are the ones that attract the consumers in the market.

Statement of Inquiry:
How the design of a new packaging requires the use of Design Cycle in order to achieve a good result that could be innovative and successful for the market.

Inquiry Questions:
F: What are the steps to follow in order to achieve a solution for the design of a new kind of packaging, and more generically for the design of every kind of product?
C: Is creativity an attitude or something that could be achieved through a specific method of work?
D: Is the design of a packaging decisive to create the success of a product in the market?

Design
A: Inquiring and analysing
• i. explain and justify the need for a solution to a problem
• ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
• iii. analyse a group of similar products that inspire a solution to the problem
• iv. develop a design brief, which presents the analysis of relevant research

B: Developing ideas
• i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected
• ii. present a range of feasible design ideas, which can be correctly interpreted by others
• iii. present the chosen design and outline the reasons for its selection
• iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

C: Creating the solution
• i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
• ii. demonstrate excellent technical skills when making the solution
• iii. follow the plan to create the solution, which functions as intended
• iv. explain changes made to the chosen design and plan when making the solution.

D: Evaluating
• i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
• ii. explain the success of the solution against the design specification
• iii. describe how the solution could be improved
• iv. describe the impact of the solution on the client/target audience.

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Take effective notes in class

Learning Experiences:
Take effective notes in class

A presentation based on different kinds of wine packaging is shown in class: different images of packaging of wine are presented during the lesson but there aren’t notes of
the teacher giving his own opinion about the images, students are asked to take notes on the main features and keywords related to those images.

**Use intercultural understanding to interpret communication**

Interviews to friends and family are made by the students in order to collect information that could be crucial to the development of the product. For the students, it is fundamental to interpret information collected with interviews using intercultural understanding in the best way possible.

**Social**

**II. Collaboration skills**

- Practise empathy
- Listen actively to other perspectives and ideas

**Learning Experiences:**

**Practise empathy**

In order to find a solution that could be connected to the users, students have to prove empathy with the users they are interviewing and make a product that could express empathy.

**Listen actively to other perspectives and ideas**

Every student, presenting his own project, will show a different solution achieved for the same problem. In the presentation, students, listening to the ideas and interpreting perspectives of their classmates, have to listen carefully and actively, giving useful feedback.

**Self-management**

**III. Organization skills**

- Plan strategies and take action to achieve personal and academic goals

**IV. Affective skills**

- Mindfulness
  - Practise focus and concentration
- Perseverance
  - Demonstrate persistence and perseverance
- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
- Resilience
  - Practise dealing with change

**V. Reflection skills**

- Consider ATL skills development
  - How can I share my skills to help peers who need more practice?
- Focus on the process of creating by imitating the work of others

**Learning Experiences:**

**Plan strategies and take action to achieve personal and academic goals**

In order to build the prototype, students have to plan strategies to create it, with an exchange of views with the teacher they plan the best strategy in order to build it and then take actions to achieve a personal and academic goal in the "CREATING THE SOLUTION" step.

**Practise dealing with change**

Design is change, design is innovation. To achieve it students have to practice the capability to change their point of view if needed, they have to practice the capability to change the perspective of their project if after a reflection they evaluate that it’s not the best one.
How can I share my skills to help peers who need more practice?

In the “CREATING THE SOLUTION” step, some students, due to their own background and to their attitude could already have better practical skills to physically create the prototype. In this case their help to the students who don’t have the same capability, could become fundamental.

Research

VI. Information literacy skills
- Make connections between various sources of information

VII. Media literacy skills
- Seek a range of perspectives from multiple and varied sources

Learning Experiences:

Seek a range of perspectives from multiple and varied sources

Through the use of interviews to the users, students can understand the value of seeking a range of different perspectives, useful to develop a solution.

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Propose and evaluate a variety of solutions

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions

Learning Experiences:

Use brainstorming and visual diagrams to generate new ideas and inquiries

The use of MIND MAPPING method is fundamental to understand the brainstorming approach and to enable students of a tool to effectively achieve brainstorming, understanding how to use their insight.

Combine knowledge, understanding and skills to create products or solutions

The design of the packaging requires the use of different knowledges related to different topics, understanding of the main principles of graphic design and the way that industry value innovation in design. Understanding and consciousness of local products and their importance and use of practical skills to create the prototype are all different aspects that taken together build the success criteria for the product.

Other

MYP Assessment Criteria

A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating

Knowledge and Skills

The design of the red wine packaging has as main core of the unit the steps of Design Cycle and the correct application of them. Furthermore there will be other topics explained and developed during the unit: GRAPHIC DESIGN, DESIGN AND BUSINESS and LOCAL PRODUCTS. Specific presentations related to these topics will be shown in the lesson. The Graphic Design presentation will explore in a synthetic way the main issues related to graphic as form of communication: typography, use of images, structure of the layouts will be associated to existing cases. The Design and business presentation will be presented to the students in order to let them understand how important is today the role of design for the industries who want to sell their products. The LOCAL PRODUCTS presentation will be related to the importance of having a consciousness on what local products are and understand why is important to protect products like wine, expression of the culture and of the traditions of Italy., In order to achieve a good result in the CREATING THE SOLUTION
step, students will be engaged in the production of prototypes showing the final product. Use of materials and tools to achieve a prototype will be explained to the students.

MYP2 Interdisciplinary unit
Design and Maths: The right Proportion (4 weeks)
Authors: Lorenzo Caviglia, Alice Delfino, Nicola Roccatagliata, Jennifer McDermott

Key & Related Concepts

Key Concepts
- Form

Related Concepts
- Mathematics
  - Equivalence
- Design
  - Perspective

Global context

Personal and cultural expression

Exploration to Develop:
Artistry, craft, creation, beauty

Conceptual Understanding

The creation of a "camera obscura" is an excellent way to let the students approach the creation of a physical product that functions as intended. This experience of creation is basilar for the students to understand how to physically create a product starting from a plan that was previously made. Rather than this, the experience of "camera obscura" is also relevant to understand the basic principles of how photography works, a knowledge that is always taken for granted with the diffusion of digital cameras in every aspect of our life.

Statement of Inquiry:

A proportion is the equivalence of two ratios. We use the word "proportionate" to describe an object with specific aesthetic qualities. The two concepts are related.

Inquiry Questions:

F: Draw two proportional triangles
C: Why do we use the word "proportion" in so many different contexts?
D: Is a proportionate face truly more beautiful?
F: How is possible to create proportionated shapes and patterns?
C: How industrial design products reflect a project of proportions in the shapes?
D: Is it possible, through the disruption of proportions, to obtain an unusual and catching effect for the eyes?

ATL

Mathematics

A: Knowing and understanding
  • i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

Design

C: Creating the solution
  • ii. demonstrate excellent technical skills when making the solution
Communication
I. Communication skills
- Use intercultural understanding to interpret communication
- Use a variety of media to communicate with a range of audiences

Self-management
III. Organization skills
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class
- Use appropriate strategies for organizing complex information

Interdisciplinary:
- C: Communicating
- D: Reflecting

Mathematics:
- A: Knowing and understanding
- C: Communicating

Design:
- B: Developing ideas
- C: Creating the solution

MYP Assessment Criteria

Knowledge and Skills
The creation and use of a Camera Obscura. Proportions: > from an algebraic point of view, as peculiar equations > from a geometrical point of view > direct proportionality Point-Reflection Symmetry as a specific example of geometrical transformation that produces proportional images., From the design point of view, the creation of a “camera obscura” is an excellent way to apply design process to the creation of a product. Students need to develop ideas when planning the solution in the step B and excellent executive skills when physically creating the solution. More than this students will present their camera in front of their peers, selling that as a real design product.

MYP2 Final Design Unit: FINAL PROJECT (6 weeks (12 hours))
Authors: Nicola Roccatagliata

Key Concepts
- Connections
- Global interaction

Related Concepts
- Design
  - Adaptation
  - Innovation
  - Invention

Scientific and technical innovation
Exploration to Develop:
Systems, models, methods; products, processes and solutions

Global context

Conceptual Understanding
Through the development of the final project, based on the different steps of DESIGN CYCLE, students manage an entire process from the beginning to the end, achieving a final solution.

Statement of Inquiry:
In order for a design product to be useful, it has to be designed considering the connections that we create towards the world around us, both with humans and products.

Inquiry Questions:
- How is possible to manage a process in a DESIGN CYCLE from the beginning to the end, allowing the connections between the different steps to be as strong as possible?
What is the value of using a correct process in the problem solving task?

Often, solutions that already exist in the market could give a solution to a problem, from which designers can start and reinvent their product. Is there an opportunity to apply "reverse engineering" for products that already exist in order to accelerate the process?

**Communication**

I. Communication skills
- Use appropriate forms of writing for different purposes and audiences
- Read a variety of sources for information and for pleasure
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

**Social**

II. Collaboration skills
- Practise empathy
- Make fair and equitable decisions

**Self-management**

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Bring necessary equipment and supplies to class

**Affective skills**

- Mindfulness
  - Practise focus and concentration
- Perseverance
  - Demonstrate persistence and perseverance
- Emotional management
  - Practise strategies to reduce stress and anxiety
- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise positive thinking
- Resilience
  - Practise “bouncing back” after adversity, mistakes and failures

V. Reflection skills
- Consider ethical, cultural and environmental implications

**Research**

VI. Information literacy skills
- Collect, record and verify data

VII. Media literacy skills
- Seek a range of perspectives from multiple and varied sources
- Compare, contrast and draw connections among (multi)media resources

**Thinking**

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Evaluate evidence and arguments
- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Design new machines, media and technologies
- Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills
- Apply skills and knowledge in unfamiliar situations

**MYP Assessment Criteria**

A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating
With the final project students face an entire project whose main core and thematic will be decided in autonomous way by them. After the acquisition of knowledge and concepts related to design throughout the year, they should be able to apply those concepts in the appropriate way to the project they are willing to do. The correct use of the steps of Design Cycle will be relevant for the correct approach to the problem they found and that they think that it’s worth to be solved.

**Sciences (MYP 2)**

- **Unit Title**: MYP 2 Sciences Unit 1: Chemistry: from elements to molecules (12 weeks (36 hours))
- **Authors**: Alice Delfino

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<thead>
<tr>
<th>Key &amp; Related Concepts</th>
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<tr>
<td><strong>Key Concepts</strong></td>
<td><strong>Related Concepts</strong></td>
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<tr>
<td>Change</td>
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<td></td>
<td>• Form</td>
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<td>• Transformation</td>
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**Global context**

- **Scientific and technical innovation**
  - *Exploration to Develop*:
  - Modernization, industrialization and engineering

**Conceptual Understanding**

Matter analysed from its microscopic structure let us to understand the nature of its many different forms and how it can be transformed.

**Statement of Inquiry**:

Matter analysed from its microscopic structure let us to understand the nature of its many different forms and how it can be transformed leading to new scientific knowledge and powerful technical innovations.

**Inquiry Questions**:

- **F**: What is matter made of?
- **C**: How changes in certain variables can have a great influence on diffusion?
- **F**: What is the difference between a compound and a mixture?
- **D**: Are there negative consequences coming from the discovery of chemical reactions?

**ATL Sciences**

- **A: Knowing and understanding**
  - i. describe scientific knowledge
  - ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
  - iii. analyse information to make scientifically supported judgments.

- **B: Inquiring and designing**
  - i. describe a problem or question to be tested by a scientific investigation
  - ii. outline a testable hypothesis and explain it using scientific reasoning
  - iii. describe how to manipulate the variables, and describe how data will be collected
  - iv. design scientific investigations.

- **C: Processing and evaluating**
  - i. present collected and transformed data
  - ii. interpret data and describe results using scientific reasoning
• iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
• iv. discuss the validity of the method
• v. describe improvements or extensions to the method.

D: Reflecting on the impacts of science
• i. describe the ways in which science is applied and used to address a specific problem or issue
• ii. discuss and analyse the various implications of the use of science and its application in solving a specific problem or issue
• iii. apply scientific language effectively
• iv. document the work of others and sources of information used.

Communication
I. Communication skills
• Use and interpret a range of discipline-specific terms and symbols
• Take effective notes in class
• Make effective summary notes for studying

Self-management
III. Organization skills
• Create plans to prepare for summative assessments (examinations and performances)
• Use appropriate strategies for organizing complex information

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Collect and analyse data to identify solutions and make informed decisions
• Process data and report results

Thinking
VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Interpret data
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations

MYP Assessment Criteria
A: Knowing and understanding, B: Inquiring and designing, C: Processing and evaluating, D: Reflecting on the impacts of science

Knowledge and Skills

CONDUCT (20 weeks (60 hours))
Authors: Serena Salis

Key Concepts
• Relationships

Related Concepts
• Sciences
  • Balance
  • Consequences
  • Interaction

Global context
• Exploration to Develop:
  Inequality, difference and inclusion
  Rights, law, civic responsibility and the public sphere
## Statement of Inquiry:

Misbehaviour never helps a student to put all his/her efforts to succeed.

**Inquiry Questions:**

- D: Could I be a not principled and balanced person in class while pretending to be a good student?

## MYP Assessment Criteria

**Knowledge and Skills**

### MYP 2 Sciences Unit 2: How does smoking affect people's life?

(6 weeks (18 hours))

**Authors:** Alice Delfino, Paola Taddei

### Key Concepts

- Systems

### Related Concepts

- Sciences
- Consequences
- Physical and health education
- Balance

### Identities and relationships

**Exploration to Develop:**

Physical, psychological and social development; transitions; health and well-being; lifestyle choices

## Conceptual Understanding

The study of the human body systems, their functions and their interactions leads to a better awareness of the consequences that smoking could cause directly and indirectly on the human body and the society, contributing to the formation of balanced and respectful young adults.

### Statement of Inquiry:

The study of the human body systems, their functions and their interactions leads to a better awareness of the consequences that smoking could cause directly and indirectly on the human body and the society, contributing to the formation of balanced and respectful young adults.

### Inquiry Questions:

- F: What are the parts and functions of the circulatory and respiratory system?
- C: How do the respiratory and circulatory system interact?
- F: What are the consequences of cigarettes smoke on our body?
- D: Why do people start smoking? And how can we make people aware of the consequences of the smoke of cigarettes on our body?
- C: How do movement and exercise have an impact on our respiratory and circulatory system?
### Sciences

**B: Inquiring and designing**

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations.

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

### Self-management

**III. Organization skills**

- Create plans to prepare for summative assessments (examinations and performances)
- Set goals that are challenging and realistic
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

### Learning Experiences:

Develop experimental activities with the help of the teacher and alone.

### Research

**VI. Information literacy skills**

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

**VII. Media literacy skills**

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

### Learning Experiences:

Students will research and analyze information from a variety of media. They will build a document using the information they found and the knowledge they have acquired during the unit.

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### Interdisciplinary:

- B: Synthesizing
- C: Communicating

### Sciences:

- A: Knowing and understanding
- B: Inquiring and designing
- C: Processing and evaluating
- D: Reflecting on the impacts of science

### Physical and health education:

- A: Knowing and understanding
- B: Planning for performance

### Knowledge and Skills

MYP 2 Sciences Unit 3: Food for life: from photosynthesis to human digestion
(4 weeks (12 hours))
Authors: Alice Delfino

### Key & Related Concepts
- **Key Concepts**
  - Systems

- **Related Concepts**
  - Sciences
    - Energy
    - Environment

### Global context
- **Globalization and sustainability**
- **Exploration to Develop:**
  - Human impact on the environment

### Conceptual Understanding
Plants and human beings are systems perfectly designed for energy conversion in strong interdependence with the surrounding environment

### Statement of Inquiry

**Statement of Inquiry:**
In a globalised world we need to increase sustainability and preserve environment in order to provide energy to interdependent living systems such as plants and human beings.

**Inquiry Questions:**
- **F** Food for plants: What does photosynthesis mean?
- **C** Why human beings and plants are interdependent?
- **D** Is there a way for finding a right balance between human activity and biodiversity preservation?
- **F** Food for human beings: What nutrients does a human being need and how are they processed by the organs of the digestive system?
- **C** Diet: How can we balance our diet?

### Sciences
- **C: Processing and evaluating**
  - i. present collected and transformed data
  - ii. interpret data and describe results using scientific reasoning
  - iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
  - iv. discuss the validity of the method
  - v. describe improvements or extensions to the method.

- **D: Reflecting on the impacts of science**
  - i. describe the ways in which science is applied and used to address a specific problem or issue
  - ii. discuss and analyse the various implications of the use of science and its application in solving a specific problem or issue
  - iii. apply scientific language effectively
  - iv. document the work of others and sources of information used.

### ATL
- **Research**
  - **VI. Information literacy skills**
    - Collect, record and verify data
    - Collect and analyse data to identify solutions and make informed decisions
    - Process data and report results

### Thinking
- **VIII. Critical thinking skills**
MYP 2 Sciences Unit 3: Keep life going: how organisms reproduce, strategies and adaptations. (4 weeks (12 hours))
Authors: Alice Delfino

Key Concepts

- Relationships

Related Concepts

- Sciences
  - Function
  - Interaction

Global context

- Identities and relationships
  - Exploration to Develop:
    Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding

The main function of the reproductive system is to ensure the survival of the species through the interaction with the surrounding environment.

Statement of Inquiry:

The main function of the reproductive system is to ensure the survival of the species through the interaction with the surrounding environment, and to create the cells carrying the genetic information to build the identity of each individual.

Inquiry Questions:

- Reproduction: How are made the human reproductive systems?
- From cells to animals: How do animals and cells reproduce?
- Survival of the species: Why it is necessary to adopt strategies for reproduction?

ATL

A: Knowing and understanding

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

Self-management

III. Organization skills

- Create plans to prepare for summative assessments (examinations and performances)
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively

Research

VI. Information literacy skills
<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding</th>
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<tr>
<td>Knowledge and Skills</td>
<td>Types of reproduction in animals and plants. Human reproductive system, fertilization and development.</td>
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**MYP 2 Sciences Unit 4: Motion**  
(6 weeks (18 hours))  
**Authors:** Alice Delfino

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<td></td>
<td>• Movement</td>
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<td>• Patterns</td>
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**Global context**  
*Exploration to Develop:*  
Mathematical puzzles, principles and discoveries

**Conceptual Understanding**  
Change in time and position for a moving object is characterised by patterns which allow us to deduce motion features as speed and acceleration

**Statement of Inquiry:**  
Mathematical models can be applied to identify the pattern of a moving object and deduce motion features as speed and acceleration, in order to improve scientific knowledge and technological development.

**Inquiry Questions:**  
- **F** Motion features: What are displacement, speed and acceleration?  
- **C** Change, a general concept: How can we extend the concepts of speed and acceleration to other kind of change in nature?  
- **D** From theoretical models to real-life situations: Is it the mathematical model of straight motion with constant speed actually working in the real world?

**Sciences**  
**B: Inquiring and designing**  
- i. describe a problem or question to be tested by a scientific investigation  
- ii. outline a testable hypothesis and explain it using scientific reasoning  
- iii. describe how to manipulate the variables, and describe how data will be collected  
- iv. design scientific investigations.

**C: Processing and evaluating**  
- i. present collected and transformed data  
- ii. interpret data and describe results using scientific reasoning  
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation  
- iv. discuss the validity of the method  
- v. describe improvements or extensions to the method.
VI. Information literacy skills
- Collect, record and verify data
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Understand and use technology systems

VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Interpret data
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

IX. Creative thinking skills
- Consider multiple alternatives, including those that might be unlikely or impossible
- Practise visible thinking strategies and techniques

MYP Assessment Criteria
B: Inquiring and designing, D: Reflecting on the impacts of science

Knowledge and Skills
Reference points. Distance, displacement. Speed, average speed, and velocity. Acceleration. Distance time and speed time graphs. Calculation of distance from a speed time graph.

Draft (1 week (10 hours))
Authors:

Chinese (MYP 2)

Unit Title

MYP2 OPERA CINESE E I COLORI
京剧与颜色 (5 weeks (18 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Key Concepts
- Communication
- Culture
- Global interaction

Related Concepts
- Language acquisition: Phases 1-2
  - Context
  - Meaning
  - Message
  - Patterns

Personal and cultural expression
gli usi culturali nella percezione dei colori e il loro utilizzo nella vita quotidiana di ognuno

Exploration to Develop:
Artistry, craft, creation, beauty
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
Unit Title

Conceptual Understanding  come i colori svolgono funzioni e comunicazioni di emozioni differenti nelle diverse società?

Statement of Inquiry

Statement of Inquiry:
le diverse manifestazioni delle emozioni

Inquiry Questions:
D Le emozioni e l'uso del corpo nelle diverse culture: Come i cinesi utilizzano i colori ed il corpo per esprimere le emozioni?

Communication

I. Communication skills
• Use intercultural understanding to interpret communication

Learning Experiences:
l'analisi dell'opera di pechino e dei suoi codici culturali apre un dibattito con gli studenti su come le stesse modalità culturali siano applicate nella loro cultura

ATL

MYP Assessment Criteria

A: Comprehending spoken and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

conoscenza dell'opera di pechino .analisi delle maschere e dei simboli dell'opera di pechino .studio delle movenze dei corpi, dei costumi e del trucco .termini per le parti del corpo .uso dei termini riguardanti il colore .uso dei verbi YOU 有 e ZAI 在 per la localizzazione nello spazio .studio dei caratteri riguardanti tutti i vocaboli relativi ai colori e alle principali parti del corpo -la frase con l'utilizzo del DE 的 nominale , Lezione 9, 10 del libro hsk2 standard course

MYP2 GONGFU PANDA! 功夫熊猫
猫！ (6 weeks (24 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

alcuni animali: 乌龟，熊猫，猫，狗，猴子，老虎，老鼠，狐狸，蛇 e analisi dei radicali incontrati, wade-giles VS pinyin, identità e ruoli sociali: 朋友，武术家，师傅，阿姨，叔叔, verbi modali, frasi telescopiche 会，知道，认识，明白，学会，练习; gongfu, taijiquan e qigong, esprimere temporalità con 以前。。。以后。。。 的时候，什么时候? e con le parole 前天，昨天，今天，明天 后天。, Lezioni 12, 15 del testo HSK1 standard course

PORTAMI PER LA SCUOLA
(15 weeks (26 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Key Concepts

Communication

Key & Related Concepts

Related Concepts

Language acquisition: Phases 1-2
• Context
• Conventions
• Patterns
• Structure
• Word choice
Unit Title

Global context

Orientation in space and time
capire come una cultura come quella cinese abbia sviluppato una diversa percezione dello spazio

Exploration to Develop:
Peoples, boundaries, exchange and interaction

Conceptual Understanding
gli studenti dovranno dare indicazioni al professore per farlo muovere bendato per la scuola, scegliendo le frasi, le modalità più indicate nella lingua cinese, analizzando le diverse indicazioni che si hanno nella cultura cinense rispetto alla loro

Statement of Inquiry:
come lo spazio ambientale in cui nasciamo ci influenza

Inquiry Questions:
le diverse percezioni dello spazio: in che modo i cinesi hanno sviluppato un'idea dello spazio e del percorso temporale diversa dalla nostra?

ATL

Communication
I. Communication skills
• Use a variety of media to communicate with a range of audiences
• Interpret and use effectively modes of non-verbal communication
• Negotiate ideas and knowledge with peers and teachers

MYP Assessment Criteria
C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

MYP2 UN ASSAGGIO DI CINA 舌尖的中国 (6 weeks (24 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

MYP2 YE XIAN 叶限 - LA CENERENTOLA CINESE
(8 weeks (30 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Key & Related Concepts

Key Concepts Related Concepts
Global context

Identities and relationships
dalla storia di ye xian, capire i propri valori e comportamenti nella società e nei rapporti interpersonali. l'importanza di essere coraggiosi.

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models
Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Conceptual Understanding
utilizzando la storia di ye xian come base, essere in grado di parlarne e di commentare argomenti, situazione in maniera semplice ma accurata

Statement of Inquiry:
il coraggio di lottare per le proprie idee e le proprie convinzioni

Inquiry Questions:
C Quali sentimenti ci aiutano a resistere alle difficoltà : Come ci insegna Ye Xian sul coraggio di essere se stessi?

Thinking

VIII. Critical thinking skills
• Evaluate evidence and arguments
• Propose and evaluate a variety of solutions

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible

ATL
Learning Experiences:
attraverso il didattito e il confronto con tra la stessa storia in ambiti culturali diversi, gli studenti saranno in grado di esprimere i propri valori morali, le proprie emozioni e utilizzando la storia di ye xian come sfondo, di elaborare idee nelle questioni interpersonali ed affettive.

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text

Knowledge and Skills
conoscenza della storia di YE XIAN . confronto nelle varie culture della figura di Cenerentola . valori espressi da queste fiabe e le differenze nelle diverse culture . la moda cinese e le accounciature nelle diverse epoche . lineamenti di storia cinese . le case nelle cave dello Shaanxi . uso grammaticale dei localizzatori . la casa e le sue stanze: termini principali . la struttura delle frase con le espressioni di tempo e i localizzatori . il complemento di compagnia
### Key Concepts
- Communication
- Connections
- Relationships

### Related Concepts
- Language acquisition: Phases 1-2
  - Conventions
  - Function
  - Structure

### Global context
- **Orientation in space and time**
  By using timelines we can express events using the correct grammatical form.
  - Exploration to Develop:
    Scale, duration, frequency and variability

- **Personal and cultural expression**
  By enriching vocabulary, we can communicate with better empathy and understanding. Comparing other ways of life helps us to improve our own. Learning how to memorise phrasal verbs will help students bridge the gap between international and colloquial English.
  - Exploration to Develop:
    Artistry, craft, creation, beauty
    Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

### Conceptual Understanding
By connecting time and perspective, language can express, with clarity, exactly what we intend to transmit.

### Statement of Inquiry:
Through perfecting English grammar and syntax we can express and communicate our ideas and opinions; developing our linguistic abilities while communicating without misunderstandings.

**Inquiry Questions:**
- C: How can I better express and communicate my ideas and opinions in the English language, with clarity?

### ATL
**Communication**

I. Communication skills
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Use and interpret a range of discipline-specific terms and symbols
- Take effective notes in class
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

### MYP Assessment Criteria
- A: Comprehending spoken and visual text,
- B: Comprehending written and visual text,
- C: Communicating in response to spoken and/or written and/or visual text,
- D: Using language in spoken and/or written form
Unit Title

Knowledge and Skills

Review of past material, draw attention to Punctuation, Pronunciation and clarity of purpose and expression. Looking at pronunciation issues such as glottalisation in order to understand different accents and cultures. Introduce the Past Perfect in preparation for 3rd conditionals. Use Time lines and Gaant charts in order to express tenses with better clarity. Use of tactile (Kinaesthetic Learning) as memory aids. If...conditionals. Review of 0,1 and 2 conditionals. Introduction of 3rd Conditionals. Future forms and tenses. Reported Speech allows us to report fairly and accurately what was said and how the speaker intended to convey their message, respecting the integrity of the source. The use of multi-media ATL, especially linked to music for pronunciation and memory aids.

MYP2 English Unit 1 How different are we?
(10 weeks (60 hours))
Authors: Elizabeth Coykendall Rice, Ben Wilson

Key & Related Concepts

Key Concepts

Relationships

Related Concepts

Language acquisition: Phases 1-2
- Context
- Meaning

Language acquisition: Phases 3-4
- Context
- Meaning

Global context

Identities and relationships

Conceptual Understanding

This unit explores how we are connected and develop identities and relationships (using various literary texts and grammatical structures).

Statement of Inquiry:

Literature is said to be a mirror of life and it offers us insights into how humans relate and connect in the world we live in. This unit explores how we are connected (through the various literary texts analyzed and use of grammatical structures) and how we might build a better world.

Inquiry Questions:

C : How does literature offer us insight into relationships and individual expression of ideas?
C : How does literature help us understand different cultures and peoples?

Language acquisition

A: Comprehending spoken and visual text
- i. show understanding of messages, main ideas and supporting details in familiar situations
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
- i. identify basic facts, main ideas and supporting details, and draw conclusions
- i. show understanding of information, main ideas and supporting details, and draw conclusions

C: Communicating in response to spoken and/or written and/or visual text
- i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
- iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
- ii. organize information and ideas and use a range of basic cohesive devices
- ii. organize information and ideas and use a range of basic cohesive devices

### Communication

#### I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences

### Social

#### II. Collaboration skills
- Help others to succeed
- Listen actively to other perspectives and ideas
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback

### Self-management

#### III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class

#### IV. Affective skills
- Perseverance
  - Demonstrate persistence and perseverance

### Research

#### VI. Information literacy skills
- Collect, record and verify data
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

### Thinking

#### VIII. Critical thinking skills
- Recognise unstated assumptions and bias
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives

#### IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create original works and ideas; use existing works and ideas in new ways

#### X. Transfer skills
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</td>
<td>Student will have read HOOT by Carl Hiaasen over the summer and we will begin our unit analyzing character, setting, conflict and symbols in the text. Students will compare/contrast their lives and relationships with the characters in the book. Using the text, THE GREEN BICYCLE by Haifaa Al-Mansour, student will get an inside view of life in Saudia Arabia to compare and contrast with their own lives. In addition, in Individuals &amp; Societies, in Geography, students are studying the Middle East and will explore the region and its culture. Students will read A LONG WALK TO WATER by Linda Sue Park which explores the life and culture of children in Africa and the scarcity of water. In addition, in Geography, students will study the physical and human geography of Africa.</td>
</tr>
</tbody>
</table>
Unit Title

Eras in time MYP 2016/17
(12 weeks (50 hours))
Authors: Katherine Terlato, Chiara Lanciano, Mark Ebury, Elizabeth Coykendall Rice

Key Concepts

Change

Related Concepts

Language acquisition: Phases 1-2
- Conventions
- Form
- Purpose
Language and literature
- Context
- Setting
- Structure
Individuals and societies
- Power
Arts: Visual arts
- Boundaries
- Composition

Key & Related Concepts

Personal and cultural expression

English: In art students will not only learn how to draw the human body in the correct proportion, but also study the aesthetics of

Humanities: The way the Medici’s and other monarchs during this historical period communicated and exerted their power

French: Les us et coutumes vestimentaires des hommes et des femmes sous la Renaissance en France

Exploration to Develop:
Artistry, craft, creation, beauty

Global context

- ENGLISH: Comparisons of different eras in time (how things used to be, new inventions, changes)
- ARTS
- The importance of proportion and measurement when drawing the human body.
- Understanding the history of the Early Renaissance and its impact on society (growth of culture, expansion of the arts, development of the country of Italy)
- The understanding of historical context when designing costumes
- the steps involved in drawing a human body in correct proportion
- INDIVIDUALS AND SOCIETIES
- Who was the Renaissance Man? The Medici family its approach to power compared to Henry the VIII (Macchiavelli the Prince and Thomas More Utopia).
- FRENCH
- Les vêtements de la Renaissance en France et les vêtements d’aujourd’hui: comment ont-ils évolué?
- Travaux pratiques: dessiner des vêtements sur une silhouette en respectant les proportions du corps humain

Conceptual Understanding

Statement of Inquiry:
The changes that take place in societies and cultures due to innovation and progression in politics, art, science and accademic study influence eras in time.

Inquiry Questions:

F: How do changes in time impact on society, culture and the arts?
D: each era connects to another: To what extent are societies products of the time in which they live?
C: Time is a continuum with each era effecting another: In what ways could we make use of innovations from different periods of time?
Individuals and societies

A: Knowing and understanding
  • ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

B: Investigating
  • ii. formulate and follow an action plan to investigate a research question

Communication

I. Communication skills
  • Use a variety of media to communicate with a range of audiences
  • Participate in, and contribute to, digital social media networks
  • Collaborate with peers and experts using a variety of digital environments and media
  • Share ideas with multiple audiences using a variety of digital environments and media

Learning Experiences:

ATL

Students will learn via other students and our school site how to research and use sources. They will enjoy the idea of filling in the gaps

Thinking

VIII. Critical thinking skills
  • Practise observing carefully in order to recognise problems

Learning Experiences:

• Students encouraged to analyse their work and compare symmetry in design.
• Comparison of first drafts and last drafts in order for students to compare mistakes and improvements.
• Study of perspective and the invention of.
• Theory of the early Renaissance that involved developing the human form in painting to be more three dimensional

Students will be encouraged to see different points of view. What is Renaissance in History, who were the main players and what did they do (positive and negative aspects)

Interdisciplinary:

• A: Disciplinary grounding

Arts:

• A: Knowing and understanding
• B: Developing skills
• D: Responding

Individuals and societies:

• A: Knowing and understanding
• B: Investigating
• C: Communicating

Knowledge and Skills

Skills in measurement and knowledge of the correct instruments to use to achieve the result required. Basics in proportion and use of colour (to be developed during this unit), Knowledge & Skills TBD, Lexique des vêtements, Students will be guided into understanding the basics of What happened in the 1500 Hundreds. The students were introduced to research who was Macchiavelli and his famous book, and Thomas More "Utopia". This should have helped them to further develop their understanding o what is thinking critically into practice

MYP1: ENG. UNIT 3 Change and Consequences
(12 weeks (45 hours))
Authors: Mark Ebury, ManageBac Support, Carole Stansfeld

Key & Related Concepts

Key Concepts Related Concepts
Unit Title

**Change**
- Language acquisition: Phases 1-2
  - Conventions
  - Meaning
- Language acquisition: Phases 3-4
  - Conventions
  - Meaning

**Individuals and societies: Geography**
- Causality (cause and consequence)

**Globalization and sustainability**
- English: Man's interaction with nature and environment; literature as a way to see our interconnectedness; tensions in communities

**Global context**

**Exploration to Develop:**
Human impact on the environment

In English grammar, students need to be able to express the possible consequences of human actions and reactions and be able to describe these transformations and communicate them through the correct usage of verb tenses.

In Literature, students need to be able to express possible consequences of characters in two novels, Holes by Louis Sachar and Trash by Andy Mulligan, to help them better understand choices and decisions, also for their own lives.

In Geography, what are the relationships between Man and Nature and what are the consequences of this interaction and exchange, both in its positive and negative consequences.

**Statement of Inquiry:**
This unit focuses on the theme of change and consequences, tying in nicely with the three books chosen: "Holes" and "A Long Walk to Water" and "The Green Bicycle" and explores the role change and consequence have in the literature studied and in our world.

**Inquiry Questions:**
- D: If is the biggest word in English. Learning to express "what happens if" opens up a world of opportunities to students to express themselves in various disciplines: If is connected to probability but no one knows the future so if statements can never be proven
- F: Knowledge of conditional tenses; How do I express 'what happens if...' in the English language?
- D: How can I talk/write about how character's change due to actions in the text? How does the interconnectedness of the characters' lives affect the community and society?
- C: How can I express consequences and the impact of man on his environment?

**ATL**

**Language acquisition**
- B: Comprehending written and visual text
  - i. show understanding of information, main ideas and supporting details, and draw conclusions
  - ii. understand basic conventions including aspects of format and style, and author's purpose for writing

**C: Communicating in response to spoken and/or written and/or visual text**
  - iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

**D: Using language in spoken and/or written form**
  - i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
  - ii. organize information and ideas and use a range of basic cohesive devices

**Individuals and societies**
A: Knowing and understanding
• i. use a range of terminology in context

C: Communicating
• i. communicate information and ideas in a way that is appropriate for the audience and purpose

Communication
I. Communication skills
• Use a variety of speaking techniques to communicate with a variety of audiences
• Read critically and for comprehension

Interdisciplinary:
• A: Disciplinary grounding

Language acquisition:
• A: Comprehending spoken and visual text
• B: Comprehending written and visual text
• C: Communicating in response to spoken and/or written and/or visual text
• D: Using language in spoken and/or written form

Individuals and societies:
• A: Knowing and understanding
• B: Investigating
• C: Communicating
• D: Thinking critically

Knowledge and Skills

French (MYP 2)

Victime de la mode
(12 weeks (30 hours))
Authors: Chiara Lanciano

Key Concepts
Culture

Related Concepts
Language acquisition: Phases 1-2
• Context
• Conventions

Global context
Exploration to Develop:
Products, systems and institutions

Conceptual Understanding
Que signifie l'expression "L'habit ne fait pas le moine?"
Statement of Inquiry:
En quoi la place donnée aux loisirs et aux habitudes vestimentaires peuvent-ils renseigner sur la culture d’un pays?

Inquiry Questions:
F : Quel est mon style vestimentaire?
C : L’habit fait-il le moine?
D : Comment peut-on appartenir à un groupe tout en conservant son individualité?

Language acquisition
A: Comprehending spoken and visual text
   • i. show understanding of messages, main ideas and supporting details in familiar situations

Communication
I. Communication skills
   • Give and receive meaningful feedback
   • Participate in, and contribute to, digital social media networks
   • Read a variety of sources for information and for pleasure

Social
II. Collaboration skills
   • Practise empathy
   • Manage and resolve conflict and work collaboratively in teams

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lexique: les passe-temps, les loisirs la mode et les vêtements donner des conseils faire des appréciations l’emploi du temps échanger son avis avec les autres les couleurs , Grammaire: les adjectifs démonstratifs les pronoms COD les adjectifs possessifs (révision) l’impératif les verbes pronominaux

Bien se nourrir (10 weeks)
Authors: Chiara Lanciano

Key & Related Concepts

Key Concepts
Connections

Related Concepts
• Language acquisition: Phases 1-2
  • Function
  • Meaning

Global context
Identities and relationships

Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding
Nous devons le plus tot possible réussir à faire le lien entre bonne alimentation et bonne santé condition sinequanon pour être en forme et bien affronter les journées qui nous attendent.

Statement of Inquiry:
Il est important de prendre soin de soi.

Inquiry Questions:
F : Qu’est-ce qu’une alimentation équilibrée?
**Unit Title**

**Les ados et la culture numérique**
(13 weeks)
Authors: Chiara Lanciano

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Communication</td>
<td>Language acquisition: Phases 1-2</td>
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<td></td>
<td>Purpose</td>
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<td>Structure</td>
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**Global context**

*Exploration to Develop:*
Digital life, virtual environments and the Information Age

**Conceptual Understanding**

**Statement of Inquiry:**
Une mauvaise conduite sur internet peut comporter de nombreux risques.

**Inquiry Questions:**
- C : quels sont les risques sur internet?
- C : Comment faire des recherches sur internet?
- D : Que veut-dire avoir un comportement responsable?

**MYP Assessment Criteria**
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**
Lessico: hobbies e tecnologie: internet e social network, i vestiti, gli accessori, le materie, i negozi, le forme, Communicazione: chiedere, dare, rifiutare il permesso, parlare al telefono, fare acquisti, descrivere un oggetto, Grammatica: interrogazione parziale, pronomi complemento oggetto e termine (COD e COI), pronomi EN e Y, verbi "attendre" et "vouloir", "acheter", comparativi di qualità e di quantità, Cultura: BD francofona, fare acquisti in Francia e su Internet, la geografia francesi e i personaggi francofoni importanti, Film "Le Petit Nicolas": scheda pedagogica e riassunto del film allo scritto
Eras in time MYP 2016/17
(12 weeks (50 hours))
Authors: Katherine Terlato, Chiara Lanciano, Mark Ebury, Elizabeth Coykendall Rice

Key Concepts
- Change

Related Concepts
- Language acquisition: Phases 1-2
  - Conventions
  - Form
  - Purpose
- Language and literature
  - Context
  - Setting
  - Structure
- Individuals and societies
  - Power
- Arts: Visual arts
  - Boundaries
  - Composition

Key & Related Concepts

Global context

Personal and cultural expression
- English: In art students will not only learn how to draw the human body in the correct proportion, but also study the aesthetics of:
- Humanities: The way the Medici’s and other monarchs during this historical period communicated and exerted their power
- French: Les us et coutumes vestimentaires des hommes et des femmes sous la Renaissance en France

Exploration to Develop:
Artistry, craft, creation, beauty

Conceptual Understanding

- ENGLISH: Comparisons of different eras in time (how things used to be, new inventions, changes)
- ARTS
  - The importance of proportion and measurement when drawing the human body.
  - Understanding the history of the Early Renaissance and its impact on society (growth of culture, expansion of the arts, development of the country of Italy)
  - The understanding of historical context when designing costumes
  - the steps involved in drawing a human body in correct proportion
- INDIVIDUALS AND SOCIETIES
  - Who was the Renaissance Man? The Medici family its approach to power compared to Henry the VIII (Macchiavelli the Prince and Thomas More Utopia).
- FRENCH
  - Les vêtements de la Renaissance en France et les vêtements d’aujourd’hui: comment ont-ils évolué?
  - Travaux pratiques: dessiner des vêtements sur une silhouette en respectant les proportions du corps humain

Statement of Inquiry:
The changes that take place in societies and cultures due to innovation and progression in politics, art, science and accademic study influence eras in time.

Inquiry Questions:
F : How do changes in time impact on society, culture and the arts?
D each era connects to another : To what extent are societies products of the time in which they live?
C Time is a continuum with each era effecting another: In what ways could we make use of innovations from different periods of time?
Individuals and societies

A: Knowing and understanding
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

B: Investigating
- ii. formulate and follow an action plan to investigate a research question

Communication

I. Communication skills
- Use a variety of media to communicate with a range of audiences
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media

Learning Experiences:

Students will learn via other students and our school site how to research and use sources. They will enjoy the idea of filling in the gaps

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems

Learning Experiences:

- Students encouraged to analyse their work and compare symmetry in design.
- Comparison of first drafts and last drafts in order for students to compare mistakes and improvements.
- Study of perspective and the invention of.
- Theory of the early Renaissance that involved developing the human form in painting to be more three dimensional

Students will be encouraged to see different points of view. What is Renaissance in History, who were the main players and what did they do (positive and negative aspects)

Interdisciplinary:

- A: Disciplinary grounding

Arts:

- A: Knowing and understanding
- B: Developing skills
- D: Responding

Individuals and societies:

- A: Knowing and understanding
- B: Investigating
- C: Communicating

Knowledge and Skills

Skills in measurement and knowledge of the correct instruments to use to achieve the result required. Basics in proportion and use of colour (to be developed during this unit), Knowledge & Skills TBD, Lexique des vêtements, Students will be guided into understanding the basics of What happened in the 1500 Hundreds. The students were introduced to research who was Macchiavelli and his famous book, and Thomas More "Utopia". This should have helped them to further develop their understanding o what is thinking critically into practice

Quand on aime, on ne compte pas
(6 weeks (14 hours))

Authors: Chiara Lanciano

Key Concepts

- Global interaction

Related Concepts

- Language acquisition: Phases 1-2
  - Conventions
• Patterns

Global context

Identities and relationships

Exploration to Develop:
Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Conceptual Understanding

Il est important d’apprendre à gérer ses relations intra- et interpersonnelles

Statement of Inquiry

Pourquoi est-il important de partager?

Inquiry Questions:

C : Quelle est la différence entre la vie privée et la vie publique?

D : Propriété ou partage?

Communication

I. Communication skills

• Use intercultural understanding to interpret communication

Self-management

III. Organization skills

• Plan strategies and take action to achieve personal and academic goals

IV. Affective skills

• Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Self-motivation
  - Practise managing self-talk

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Décrire sa chambre et parler de son espace personnel: lexique de la maison et des objets quotidiens; Parler de son lieu d’habitation, des espaces en commun; Parler de sa contribution à l’entretien de la maison: lexique des tâches ménagères; Parler d’une journée passée; Faire des achats; Se renseigner sur le prix, les détails et la fonction d’un objet; Argent de poche et débrouille., Le passé composé avec avoir et être; La négation avec ne...pas et ne...jamais; Le pronom complément y; L’interrogation totale; les nombres après 100; le comparatif de qualité

Un corps sain dans un esprit sain
(7 weeks (20 hours))
Authors: Chiara Lanciano

Key & Related Concepts

Key Concepts

Change

Related Concepts

Language acquisition: Phases 1-2

• Meaning

Identities and relationships

Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices
**Unit Title**

**Conceptual Understanding**
Qu'est-ce que veut dire "prendre soin de soi" pour toi?

**Statement of Inquiry**
Comment se sentir en harmonie avec soi et avec les autres?

**Inquiry Questions**:
- Que veut-on dire par "manger équilibré"?

**ATL**

**Self-management**

**IV. Affective skills**
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to prevent and eliminate bullying
  - Practise strategies to reduce stress and anxiety

**MYP Assessment Criteria**
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**
Lexique de la nourriture/ la pyramide alimentaire/ commander un repas au restaurant/ les ingrédients, les gouts et les saveurs/ faire une recette de cuisine/ raconter un fait divers, le partitif/ verbes manger et boire/ le pronom "en"/ exprimer le besoin et la nécessité (il faut, avoir besoin de de)/ les pronoms COD/ la négation avec ne...plus, ne...jamais, ne...rien/ les gallicismes (présent continu, futur proche et passé récent)/ le passé composé à la forme négative

**Temps scolaire et vacances**
(14 weeks)
*Authors:* Chiara Lanciano

**Key & Related Concepts**

- **Key Concepts**
  - Creativity

- **Related Concepts**
  - Language acquisition: Phases 1-2
    - Accent
    - Patterns

**Global context**

- **Orientation in space and time**
  - Exploration to Develop: Scale, duration, frequency and variability

**Conceptual Understanding**

**Statement of Inquiry**
S’organiser c’est aussi savoir gérer temps scolaire et temps libre

**Inquiry Questions**:
- Temps libre ou travail: peut-on choisir?
- Est-ce que je fournis des efforts suffisants à l’école?
- Comment profiter au mieux de ses vacances?

**MYP Assessment Criteria**
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form
## Unit Title

### Knowledge and Skills

Lessico: i mezzi di trasporto, l’alloggio, l’ora e le attività quotidiane, la scuola media, i viaggi, il meteo, Communicazione: parlare dei suoi progetti e delle sue attività, esprimere l’ora e la frequenza. Chiedere, proporre accettare aiuto. Descrivere un luogo e parlare del meteo, Grammatica: passato prossimo e partecipi passati, i “gallicismi”, forma negativa con “plus, rien, jamais”, pronomi relativi “qui” e “que”, verbi riflessivi, futuro semplice, condizionale presente, qualche espressione di tempo, verbi !paritr” “saoir” e “vivre, Cultura: il TGV, le regioni francesi e frontaliere, la Francofonia

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## German (MYP 2)

### Unit Title

**MYP 2 German Unit 1: Cultural identities, regional and cultural geography (15 weeks)**

**Authors:** Esther Celli

### Key & Related Concepts

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<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Culture</td>
<td>Language acquisition: Phases 1-2</td>
</tr>
<tr>
<td></td>
<td>• Context</td>
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<td></td>
<td>• Conventions</td>
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</tbody>
</table>

### Global context

*Exploration to Develop:*

Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

### Conceptual Understanding

**Statement of Inquiry:**

Celebrations reflect culture and heritage, in the family, in the community and nationwide. They are a part of individual and national identity and may differ from country to country. There are also commonalities which demonstrate intercultural connections and common values.

**Inquiry Questions:**

- **F** Celebrations and traditions in Germany, Austria and Switzerland: What is cultural identity? What are the most important celebrations in german speaking countries? What are common to this countries?
- **C** Values of traditions: What is the purpose of traditions? How have they changed over time?
- **D** Differences of traditions or cultural differences: How can different celebrations bring people and cultures closer together?
- **F** National parks and biodiversity: How is Germany’s natural environment? How is it affected by seasons?

### ATL

**Language acquisition**

- **A:** Comprehending spoken and visual text
  - i. identify basic facts, messages, main ideas and supporting details in everyday situations
- **B:** Comprehending written and visual text
  - i. identify basic facts, messages, main ideas and supporting details
- **C:** Communicating in response to spoken and/or written and/or visual text
  - i. respond appropriately to simple short phrases
- **D:** Using language in spoken and/or written form
Unit Title

• I. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Structure information in summaries, essays and reports

Learning Experiences:
Informing others - convey messages in oral and written form to communicate

Social
Learning Experiences:
Working in group: taking responsibility, adapting to roles, demonstrating teamwork
Accepting others: including accepting others' ideas, respecting others' points of view

Self-management
Learning Experiences:
Students will further develop planning and organizational skills required for the timely completion of research assignments and homework.

Research
Learning Experiences:
Internet research on German web sites
Academic honesty

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
History and custom of Christmas traditions: Der Adventskranz, der Nikolaus, das Christkind, die Sternsinger; christmas song and wishes; Carneval: Der Kölner Fasching; Eastern, a celebration between religion and astronomy; Ostsee, Nordsee and Wattenmeer: islands, wild life, national parks Bionik: Naturwissenschaften und Technik, Lautstark - Junge Musik aus Deutschland

MYP 2 German Unit 2: My everyday life (15 weeks)
Authors: Esther Celli

Key Concepts
Culture

Related Concepts
Language acquisition: Phases 1-2
• Form
• Patterns
• Structure

Global context
Orientation in space and time
Exploration to Develop: Peoples, boundaries, exchange and interaction

Conceptual Understanding
Statement of Inquiry
Statement of Inquiry:
Every day life in German communities is characterised by different daily routines and living conditions. Everyday activities reflect how time and space are organized.

Inquiry Questions:

A Telling about daily activities and asking others about it.: How do I organize my day? How can I express it in writing and speech? Which everyday activities are common in Germany?

B Daily activities in different cultures: What is typical in German daily routines? What is different considering my own daily routine?

C Routines as structure providers for the individuals: Why do we need routines? What can change them?

Language acquisition

A: Comprehending spoken and visual text
   • i. identify basic facts, messages, main ideas and supporting details in everyday situations
   • ii. recognize basic conventions
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
   • i. identify basic facts, messages, main ideas and supporting details
   • ii. recognize basic aspects of format and style, and author's purpose for writing
   • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
   • i. respond appropriately to simple short phrases
   • ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
   • iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

D: Using language in spoken and/or written form
   • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
   • ii. organize basic information and use a range of basic cohesive devices
   • iii. use language to suit the context.

Communication

I. Communication skills
   • Give and receive meaningful feedback
   • Use intercultural understanding to interpret communication
   • Use appropriate forms of writing for different purposes and audiences
   • Organize and depict information logically

Learning Experiences:

Learning with five senses

Conversation practice in form of dialogs and plays > reproduce speech and produce speech freely Informing others

Convey messages in oral and written form to communicate

Games: flash cards, memory, discovery/contrast/comparison/combining game, cross words

Self-management

III. Organization skills
   • Plan short- and long-term assignments; meet deadlines

Thinking
VIII. Critical thinking skills
• Interpret data
• Formulate factual, topical, conceptual and debatable questions

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Apply skills and knowledge in unfamiliar situations
• Inquire in different contexts to gain a different perspective
• Combine knowledge, understanding and skills to create products or solutions
• Transfer current knowledge to learning of new technologies
• Change the context of an inquiry to gain different perspectives

Learning Experiences:
Deductive approach: reasoning works from the more general to the more specific. We might begin with thinking up a theory about our topic of interest. We then narrow that down into more specific hypotheses that we can test. We narrow down even further when we collect observations to address the hypotheses. This ultimately leads us to be able to test the hypotheses with specific data -- a confirmation (or not) of our original theories.

Inductive approach: reasoning works the other way, moving from specific observations to broader generalizations and theories. In inductive reasoning, we begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses that we can explore, and finally end up developing some general conclusions or theories.

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Grammar: Separable verbs, syntax and sentence construction with separable verbs, regular and irregular perfect verbs and use with auxiliary verbs, diminutive and plural tendencies of nouns, unpersonal pronouns and sentence construction, Vocabulary: the German breakfast, daytimes, activities and rules at home, adjectives and colors, housekeeping, pets, Comunication: describing pets and how to take care of them, daily routine in the morning, inviting someone to do something, make appointments, Understand and use classroom commands, understand and use classroom vocabulary in conversation, Reading and describing simple bar and pie charts

MYP 2 German Unit 3: Sports and free time activities (12 weeks)
Authors: Esther Celli

Key & Related Concepts

Key Concepts
Communities

Related Concepts
Language acquisition: Phases 1-2
• Accent
• Meaning
• Purpose
• Word choice

Global context
Personal and cultural expression
Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding
Statement of Inquiry
Statement of Inquiry:
Different free time activities in different places and sports as intercultural activities.

**Inquiry Questions:**

- **F** Hobbies and seasons: What are the typical free time activities of young people in D/A/CH?
- **C** My body and its use in different sports: How do I use my body in physical activities?
- **D** Different people do different activities: Why do people need to move and have personal free time activities?

### Language acquisition

**A: Comprehending spoken and visual text**
- i. identify basic facts, messages, main ideas and supporting details in everyday situations

**B: Comprehending written and visual text**
- i. identify basic facts, messages, main ideas and supporting details

**C: Communicating in response to spoken and/or written and/or visual text**
- i. respond appropriately to simple short phrases

**D: Using language in spoken and/or written form**
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

### Communication

**I. Communication skills**
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of media to communicate with a range of audiences
- Participate in, and contribute to, digital social media networks
- Write for different purposes
- Paraphrase accurately and concisely

### Learning Experiences:

- **Social media:** whatsapp
- **Multi media:** video, interactive web sites
- **Word hunts,** crosswords and Venn diagrams to complete

### Self-management

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines

### Reflection skills

**V. Reflection skills**
- Develop new skills, techniques and strategies for effective learning
- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?

### Learning Experiences:

- Self evaluation of the acquired skills and focus on how it can be further improved

### Social

**Learning Experiences:**

- Working in group: taking responsibility, adapting to roles, demonstrating teamwork
- Accepting others: including accepting others’ ideas, respecting others’ points of view

### MYP Assessment Criteria

<table>
<thead>
<tr>
<th><strong>A: Comprehending spoken and visual text</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge and Skills</strong></td>
<td>Grammar: Separable verbs, comparative and superlative, polite forms of addressing someone, possessive articles, simple past, connectors and sentence construction with accusative, Vocabulary: orientation in space, house, garden, park and play yard, rules in the</td>
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MYP 2 German Unit 4: Being a guest - hospitality, vacations and travelling (13 weeks)

Authors: Esther Celli

Key & Related Concepts

Key Concepts

- Identity

Related Concepts

- Language acquisition: Phases 1-2
  - Accent
  - Context
  - Conventions
  - Meaning
  - Purpose
  - Word choice

Global context

- Fairness and development
  - Exploration to Develop:
    - Rights, law, civic responsibility and the public sphere
    - Imagining a hopeful future

Conceptual Understanding

Statement of Inquiry:

Being a culturally interested guest or host

Inquiry Questions:

- Orientation in a different culture: How can I invite someone or make an appointment or a proposal? How can I describe an itinerary? How can I express my opinions and preferences?
- Food and culinary traditions in DACH: What has changed from the ancient recipes to the concept of food today?
- Comparison of places: How can I compare places, cultures, attitudes?

Language acquisition

A: Comprehending spoken and visual text
  - i. identify basic facts, messages, main ideas and supporting details in everyday situations
  - ii. recognize basic conventions

B: Comprehending written and visual text
  - i. identify basic facts, messages, main ideas and supporting details
  - ii. recognize basic aspects of format and style, and author’s purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
  - i. respond appropriately to simple short phrases
  - ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
  - i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
  - ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations

D: Using language in spoken and/or written form
  - i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
  - ii. organize basic information and use a range of basic cohesive devices

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use a variety of media to communicate with a range of audiences
• Interpret and use effectively modes of non-verbal communication

Learning Experiences:
• Preliminary discussion: Introduction & evaluation of students prior knowledge
• Rubrics
• Visuals
• Oral explanations
• Role play
• Teacher-student question answer
• Brain storming

Social

II. Collaboration skills
• Use social media networks appropriately to build and develop relationships

Learning Experiences:
Work with social media: whatsapp, youtube
Working in group: taking responsibility, adapting to roles, demonstrating teamwork
Accepting others: including accepting others’ ideas, respecting others’ points of view

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Grammar: Imperative, telling an opinion: sentences with Ich glaube/ich denke, dativ: questions and prepositions, sentences with trotzdem und deshalb, Communication: express preferences and opinions, orders and requests in a restaurant, inviting someone, meeting friends, shopping, Vocabulary: meals, city and surroundings, travelling, hobbies and work, future plans/dreams, instruments, Literature: Goethes Balladen Erlkönig + Zauberlehrling, Goethes Die Leiden des jungen Werther + movie Young Goethe in love

Italian (MYP 2)

Comunicare con gli amici
(11 weeks (44 hours))
Authors: ManageBac Support

Key Concepts
Communication
Connections
Culture
Development
Global interaction
Logic
Systems
Time, place and space

Related Concepts
Language acquisition: Phases 1-2
• Accent
• Context
• Form
• Purpose
• Structure
• Word choice
Statement of Inquiry:
The student should understand and use the proper way to communicate with others in another language, very different from its own. He has to think to some possible connections, in the grammar forms and in a cultural sense, between the languages and use them correctly to study and improve.

Inquiry Questions:

C: How can I communicate my feelings in another language?

Language acquisition
A: Comprehending spoken and visual text
  i. identify basic facts, messages, main ideas and supporting details in everyday situations

Communication
I. Communication skills
  • Give and receive meaningful feedback
  • Use a variety of speaking techniques to communicate with a variety of audiences
  • Use appropriate forms of writing for different purposes and audiences
  • Negotiate ideas and knowledge with peers and teachers
  • Read critically and for comprehension
  • Read a variety of sources for information and for pleasure
  • Take effective notes in class
  • Organize and depict information logically

Self-management
III. Organization skills
  • Bring necessary equipment and supplies to class
  • Keep an organized and logical system of information files/notebooks
  • Understand and use sensory learning preferences (learning styles)
  • Select and use technology effectively and productively

IV. Affective skills
  • Mindfulness
    - Practise focus and concentration
    - Practise strategies to overcome distractions
  • Perseverance
    - Demonstrate persistence and perseverance
  • Self-motivation
    - Practise positive thinking

V. Reflection skills
  • Develop new skills, techniques and strategies for effective learning
  • Identify strengths and weaknesses of personal learning strategies (self-assessment)
  • Consider content
    - What did I learn about today?
    - What don’t I yet understand?
    - What questions do I have now?
  • Consider ATL skills development
    - What can I already do?
    - How can I share my skills to help peers who need more practice?
    - What will I work on next?
  • Consider personal learning strategies
    - What can I do to become a more efficient and effective learner?
    - How can I become more flexible in my choice of learning strategies?
    - What factors are important for helping me learn well?

Thinking
VIII. Critical thinking skills
Unit Title

• Gather and organize relevant information to formulate an argument
• Interpret data
• Consider ideas from multiple perspectives
• Use models and simulations to explore complex systems and issues

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make unexpected or unusual connections between objects and/or ideas
• Make guesses, ask “what if” questions and generate testable hypotheses
• Create original works and ideas; use existing works and ideas in new ways
• Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills
• Transfer current knowledge to learning of new technologies

MYP Assessment Criteria

| Knowledge and Skills | The student is going to use and improve his grammar knowledge and also his communicative, written and spoken skills |

Vivere insieme
(11 weeks (44 hours))
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Spanish (MYP 2)
Unit Title

Paseo por la ciudad
(9 weeks (36 hours))
Authors: Tahelmar Caraballo

Key Concepts | Communication

Related Concepts

Language acquisition: Phases 1-2
• Form
• Purpose
• Structure

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Global context

Conceptual Understanding

Statement of Inquiry | Statement of Inquiry:
Es necesario conocer nuestra ciudad para poder viajar.

Inquiry Questions:

F: ¿Cómo es mi ciudad?

C: ¿En qué me ayuda conocer otras ciudades?

D: ¿Qué busco de/en una ciudad?

Language acquisition

A: Comprehending spoken and visual text
   - i. identify basic facts, messages, main ideas and supporting details in everyday situations
   - ii. recognize basic conventions

B: Comprehending written and visual text
   - i. identify basic facts, messages, main ideas and supporting details
   - ii. recognize basic aspects of format and style, and author's purpose for writing
   - iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
   - i. respond appropriately to simple short phrases
   - ii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

D: Using language in spoken and/or written form
   - i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
   - ii. organize basic information and use a range of basic cohesive devices

Communication

I. Communication skills
   - Use intercultural understanding to interpret communication
   - Read critically and for comprehension
   - Take effective notes in class

II. Collaboration skills
   - Practise empathy

Self-management

III. Organization skills
   - Plan short- and long-term assignments; meet deadlines
   - Keep an organized and logical system of information files/notebooks

Estilos de vida: Pasiones, pasatiempos, gustos e intereses - Lifestyles: Passions, hobbies and interests (8 weeks (30 hours))

Authors:

Key & Related Concepts

Key Concepts
- Identity

Related Concepts
- Language acquisition: Phases 1-2
  - Context
  - Message
Global context

*Exploration to Develop:*

Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding

**Statement of Inquiry:**

Nuestros pasiones, capacidades, habilidades y nuestro tiempo - Our passions, abilities and our time.

**Inquiry Questions:**

- F: *Qué actividades me apasionan y porqué?*
- D: *De qué manera puedo orientar mis gustos y pasiones hacia actividades sociales?*

**Language acquisition**

**A: Comprehending spoken and visual text**

- i. show understanding of messages, main ideas and supporting details in familiar situations

**Communication**

**I. Communication skills**

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Make inferences and draw conclusions
- Take effective notes in class

**Social**

**II. Collaboration skills**

- Practise empathy
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Make fair and equitable decisions
- Encourage others to contribute

**ATL**

**Self-management**

**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Select and use technology effectively and productively

**IV. Affective skills**

- Perseverance
  - Demonstrate persistence and perseverance
- Self-motivation
  - Practise positive thinking

**Research**

**VI. Information literacy skills**

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Use memory techniques to develop long-term memory
- Process data and report results

**Thinking**

**VIII. Critical thinking skills**

- Gather and organize relevant information to formulate an argument
- Interpret data
### Unit Title

- Recognise and evaluate propositions
- Consider ideas from multiple perspectives

**IX. Creative thinking skills**
- Make unexpected or unusual connections between objects and/or ideas

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**La escuela que me gusta.**
(2 weeks)

**Authors:**

- **Conceptual Understanding**
- **ATL Thinking**

**MYP Assessment Criteria**

**Knowledge and Skills**

Los alumnos harán un repaso de las formas de: -Presente de indicativo/ Tener que + infinitivo y deber. - Vocabulario de la escuela. Aprenderán: - Imperativos (Afirmativos) - Ampliación del vocabulario escolar.

**Qué hacemos mañana**
(12 weeks (48 hours))

**Authors:** Tahelmar Caraballo

**Key Concepts**

- Creativity

**Related Concepts**

- Language acquisition: Phases 1-2
  - Context
  - Meaning
Global context

Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

Statement of Inquiry:
Relación entre los accidentes geográficos, el tiempo y las vacaciones.

Inquiry Questions:
F: ¿Qué son los accidentes geográficos?
C: ¿Por qué es importante viajar?
D: ¿Qué busco al viajar?

Language acquisition
A: Comprehending spoken and visual text
   • i. identify basic facts, messages, main ideas and supporting details in everyday situations
B: Comprehending written and visual text
   • i. identify basic facts, messages, main ideas and supporting details
   • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
C: Communicating in response to spoken and/or written and/or visual text
   • ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
   • i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
D: Using language in spoken and/or written form
   • ii. organize basic information and use a range of basic cohesive devices
   • ii. organize information and ideas and use a range of basic cohesive devices

Communication
I. Communication skills
   • Give and receive meaningful feedback
   • Interpret and use effectively modes of non-verbal communication
   • Read critically and for comprehension
   • Make inferences and draw conclusions
   • Take effective notes in class

Social
II. Collaboration skills
   • Practise empathy
   • Delegate and share responsibility for decision-making
   • Help others to succeed
   • Take responsibility for one's own actions
   • Manage and resolve conflict and work collaboratively in teams

Self-management
III. Organization skills
   • Plan short- and long-term assignments; meet deadlines
   • Set goals that are challenging and realistic
   • Bring necessary equipment and supplies to class

IV. Affective skills
   • Mindfulness
     • Practise focus and concentration
   • Perseverance
     • Demonstrate persistence and perseverance
   • Self-motivation
     • Practise positive thinking
VI. Information literacy skills
- Collect, record and verify data
- Make connections between various sources of information
- Understand and use technology systems

Thinking

VIII. Critical thinking skills
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations

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Christmas Cards for Gaslini
(2 weeks)
Authors: Katherine Terlato

Conceptual Understanding

ATL Thinking

MYP Assessment Criteria

Knowledge and Skills

Gramática: el gerundio, estar + gerundio. Expresiones de futuro: ir a+ infinitivo, el futuro y el presente con sentido futuro. Conjunciones y, e, o, u., Léxico: accidentes geográficos, el tiempo, marcadores temporales de futuro, los viajes., Comunicación: hablar de acciones presentes, del tiempo atmosférico y de planes futuros., Cultura: tipos de vacaciones.

---

Don Quijote de la Mancha
(1 week)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

-Vocabulario relacionado con la obra (descripción de los personajes, diálogos) - Gramática: repaso de presente/pretérito perfecto.

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Las fiestas navideñas (1 week)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Textos y vídeos sobre las fiestas en España.
Unit Title

Historias y cuentos del pasado
(4 weeks)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills
A través de las lecturas graduadas, los alumnos van adquiriendo formas verbales y vocabulario nuevo de las diferentes temáticas. El hecho de ir a la biblioteca, lo han reconocido como algo divertido y luego la exposición en clase de las diferentes lecturas, lo han identificado como algo divertido. Así, se ha podido introducir la nueva gramática (Pret. indefinido/ Pret.imperfecto).

Lo pasado, pasado está
(15 weeks (60 hours))
Authors: Tahelmar Caraballo

Key Concepts
-Time, place and space

Related Concepts
-Language acquisition: Phases 1-2
-Accent
-Context
-Form
-Function
-Meaning
-Message

Global context
-Orientation in space and time
-Exploration to Develop:
Scale, duration, frequency and variability

Conceptual Understanding

Statement of Inquiry:
Conocer nuestro pasado nos ayuda a comprender mejor nuestro presente, tanto histórica como culturalmente.

Inquiry Questions:
P: ¿Cómo expresamos acontecimientos pasados? ¿Cómo han cambiado nuestras costumbres a lo largo del tiempo?
C: ¿Qué aspectos son más relevantes en la cultura hispana sobre la salud, celebraciones y comida?
D: ¿Por qué es importante el pasado? ¿Podríamos vivir sin hacer referencia a él?

Language acquisition

ATL

A: Comprehending spoken and visual text
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
• i. identify basic facts, messages, main ideas and supporting details
• ii. recognize basic aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

**C: Communicating in response to spoken and/or written and/or visual text**
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

**D: Using language in spoken and/or written form**
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize basic information and use a range of basic cohesive devices

**Communication**

**I. Communication skills**
• Use intercultural understanding to interpret communication
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Take effective notes in class
• Make effective summary notes for studying

---

**MYP Assessment Criteria**

**A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form**

**Knowledge and Skills**

Gramática: Pasados. - El pretérito imperfecto - El pretérito perfecto - Participios regulares e irregulares - El pretérito indefinido (regular e irregular), Léxico: ropa y complementos, la salud y el cuerpo humano, tienda y compras, en el restaurante., Comunicación: hablar del pasado con y sin relación con el presente, hablar de la salud, dar consejos, comprar en una tienda, comer en el restaurante., Cultura: introducción a la literatura., Ortografía: la tilde. Regla general y excepciones.

---

**Semana de la salud. (2 weeks)**

**Authors:**

**Conceptual Understanding**

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

Vocabulario sobre el cuerpo y la comida. Decidir qué efectos puede tener la comida y la actividad física en nuestro cuerpo.

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**La importancia de la Lectura. (8 weeks (32 hours))**

**Authors:**

**Key & Related Concepts**

**Key Concepts**

Culture

**Related Concepts**

Language acquisition: Phases 1-2

• Meaning

**Global context**

**Personal and cultural expression**

Exploration to Develop:
Metacognition and abstract thinking
Al leer aumentamos nuestra capacidad de comprender la realidad y de conocer a los demás y a nosotros mismos.

**Statement of Inquiry:**
La lectura es fundamental para que una persona desarrolle la propia conciencia, incremente su cultura y sus capacidades de comprensión y expresión.

**Inquiry Questions:**
- **C**: Por qué leer es importante?
- **C**: Qué rol tiene la imaginación para los lectores?
- **D**: La lectura nos permite mejorar constantemente nuestra capacidad de comprensión y expresión oral y escrita?
- **E**: Qué implican la comprensión, el análisis, la síntesis y la valorización de una lectura?

---

**Communication**

**I. Communication skills**
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Take effective notes in class

**Social**

**II. Collaboration skills**
- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Give and receive meaningful feedback

**Self-management**

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Select and use technology effectively and productively

**IV. Affective skills**
- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
- Perseverance
  - Demonstrate persistence and perseverance
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to reduce stress and anxiety
- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise positive thinking

**V. Reflection skills**
- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Consider content
  - What did I learn about today?
- Consider ATL skills development
  - What can I already do?
- Consider personal learning strategies
**Thinking**

**VIII. Critical thinking skills**
- Practise observing carefully in order to recognise problems
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Identify obstacles and challenges

**IX. Creative thinking skills**
- Create novel solutions to authentic problems
- Create original works and ideas; use existing works and ideas in new ways

---

**MYP Assessment Criteria**

<table>
<thead>
<tr>
<th>A: Comprehending spoken and visual text, B: Comprehending written and visual text, D: Using language in spoken and/or written form</th>
</tr>
</thead>
</table>

**Knowledge and Skills**


---

**Descubriendo América Latina**

*(10 weeks (40 hours))*

**Authors:**

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**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Key Concepts</th>
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</thead>
<tbody>
<tr>
<td>Culture</td>
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</tbody>
</table>

**Global context**

*Exploration to Develop:*
- Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

**Conceptual Understanding**

El conocimiento de una cultura diversa nos ayuda a entender y valorar mejor nuestra propia cultura, y además, nos facilita empatizar con los demás.

**Statement of Inquiry:**

El conocimiento de una cultura diversa nos ayuda a entender y valorar mejor nuestra propia cultura, y además, nos facilita empatizar con los demás.

**Inquiry Questions:**

- **F**: ¿Qué elementos de América influyen en nuestra cultura?
- **C**: ¿Por qué América es hoy importante en nuestra comunidad? ¿Cómo era nuestra vida antes del descubrimiento? ¿Y después?
- **D**: ¿Cómo podríamos vivir en un mundo sin América? ¿Cómo podría producirse una revolución similar?
Language acquisition

A: Comprehending spoken and visual text
   • i. identify basic facts, messages, main ideas and supporting details in everyday situations
   • ii. recognize basic conventions
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
   • i. identify basic facts, messages, main ideas and supporting details
   • ii. recognize basic aspects of format and style, and author’s purpose for writing
   • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
   • i. respond appropriately to simple short phrases
   • ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
   • iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
   • iv. communicate with a sense of audience.

D: Using language in spoken and/or written form
   • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
   • ii. organize basic information and use a range of basic cohesive devices
   • iii. use language to suit the context.

Communication

I. Communication skills
   • Use appropriate forms of writing for different purposes and audiences
   • Negotiate ideas and knowledge with peers and teachers
   • Participate in, and contribute to, digital social media networks

Social

II. Collaboration skills
   • Build consensus

Self-management

III. Organization skills
   • Bring necessary equipment and supplies to class
**English (MYP 2)**

**Unit Title**
Why do I care? (5 weeks)
Authors: Tania Rondanina

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Language and literature</td>
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<tr>
<td>Connections</td>
<td>• Context</td>
</tr>
<tr>
<td>Culture</td>
<td>• Purpose</td>
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<tr>
<td>Perspective</td>
<td>• Self-expression</td>
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<tr>
<td>Relationships</td>
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</table>

**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Global context</th>
<th>Key Concepts</th>
</tr>
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<tbody>
<tr>
<td>Identities and relationships</td>
<td>Communication</td>
</tr>
<tr>
<td>Personal and cultural expression</td>
<td>Creativity</td>
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</tbody>
</table>

**Conceptual Understanding**

**Statement of Inquiry:**

*Inquiry Questions:* How do we communicate and understand our feelings and beliefs?: How is non-verbal communication intrinsically linked with verbal communication? Expressing and describing emotions and looks

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

**nhjkhhj (1 week)**
Authors: Ilaria Caputo

**In guardia fellone: ti sfido a singolar tenzone!**
(3 weeks (6 hours))
Authors: Sarina Gosio, Michela Uzzauto

<table>
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<td>• Structure</td>
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**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
<th>Statement of Inquiry</th>
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<tr>
<td></td>
<td>Statement of Inquiry:</td>
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<tr>
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<td>How do we communicate and understand our feelings and beliefs?: How is non-verbal communication intrinsically linked with verbal communication? Expressing and describing emotions and looks</td>
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Unit Title

Comunicare amore o altri temi attraverso la struttura metrica del sonetto. Un gioco e una gara in italiano e in inglese.

**Inquiry Questions:**

- comunicare sentimenti entro uno schema metrico preciso. Per comprendere e per scegliere: So mettermi in gioco in una competizione poetica?

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

**Interdisciplinary Unit - Cyberbullying (10 weeks)**

**Authors:** tania rondonina

**Conceptual Understanding**

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

**Eras in time MYP 2 2016/17**

**(12 weeks (50 hours))**

**Authors:** Katherine Terlato, Chiara Lanciano, Mark Ebury, Elizabeth Coykendall Rice

**Key & Related Concepts**

**Key Concepts**

- Change

**Related Concepts**

- Language acquisition: Phases 1-2
  - Conventions
  - Form
  - Purpose

- Language and literature
  - Context
  - Setting
  - Structure

- Individuals and societies
  - Power

- Arts: Visual arts
  - Boundaries
  - Composition

**Global context**

**Personal and cultural expression**

- English: In art students will not only learn how to draw the human body in the correct proportion, but also study the aesthetics of

- Humanities: The way the Medici’s and other monarchs during this historical period comunicated and exerted their power

- French: Les us et coutumes vestimentaires des hommes et des femmes sous la Renaissance en France

**Exploration to Develop:**

Artistry, craft, creation, beauty
Unit Title

Conceptual Understanding

- ENGLISH: Comparisons of different eras in time (how things used to be, new inventions, changes)
- ARTS
  - The importance of proportion and measurement when drawing the human body.
  - Understanding the history of the Early Renaissance and its impact on society (growth of culture, expansion of the arts, development of the country of Italy)
- INDIVIDUALS AND SOCIETIES
  - Who was the Renaissance Man? The Medici family its approach to power compared to Henry the VIII (Macchiavelli the Prince and Thomas More Utopia).
- FRENCH
  - Les vêtements de la Renaissance en France et les vêtements d’aujourd’hui: comment ont-ils évolué?
  - Travaux pratiques: dessiner des vêtements sur une silhouette en respectant les proportions du corps humain

Statement of Inquiry:

The changes that take place in societies and cultures due to innovation and progression in politics, art, science and academic study influence eras in time.

Inquiry Questions:

F : How do changes in time impact on society, culture and the arts?
D: each era connects to another : To what extent are societies products of the time in which they live?
C: Time is a continuum with each era effecting another: In what ways could we make use of innovations from different periods of time?

ATL

Individuals and societies

A: Knowing and understanding
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

B: Investigating
  - iii. formulate and follow an action plan to investigate a research question

Communication

I. Communication skills
  - Use a variety of media to communicate with a range of audiences
  - Participate in, and contribute to, digital social media networks
  - Collaborate with peers and experts using a variety of digital environments and media
  - Share ideas with multiple audiences using a variety of digital environments and media

Learning Experiences:

Students will learn via other students and our school site how to research and use sources. They will enjoy the idea of filling in the gaps

Thinking

VIII. Critical thinking skills
  - Practise observing carefully in order to recognise problems

Learning Experiences:

- Students encouraged to analyse their work and compare symmetry in design.
- Comparison of first drafts and last drafts in order for students to compare mistakes and improvements.
- Study of perspective and the invention of.
- Theory of the early Renaissance that involved developing the human form in painting to be more three dimensional

Students will be encouraged to see different points of view. What is Renaissance in History, who were the main players and what did they do (positive and negative aspects)
Skills in measurement and knowledge of the correct instruments to use to achieve the result required. Basics in proportion and use of colour (to be developed during this unit), Knowledge & Skills TBD, Lexique des vêtements, Students will be guided into understanding the basics of What happened in the 1500 Hundreds. The students were introduced to research who was Macchiavelli and his famous book, and Thomas More "Utopia". This should have helped them to further develop their understanding of what is thinking critically into practice.

cooperation and self perception
(4 weeks (14 hours))
Authors: Luca Secondo, Jennifer McDermott

Key Concepts
- Communication
- Identity
- Perspective

Related Concepts
- Language and literature
  - Point of view
- Mathematics
  - Representation
- Arts: Visual arts
  - Expression
  - Interpretation
  - Presentation
- Physical and health education
  - Balance
  - Interaction

Global context
- Identities and relationships

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:
- C : who am I? how do i see myself?
- C : how do other classmates see me?
- C : how do i represent myself?
- C : what role do i play in the class group?
- C : what is the perception of my body?

MYP Assessment Criteria
- Interdisciplinary:
  - B: Synthesizing
  - D: Reflecting
- Language and literature:
  - B: Organizing
The Industrial Revolution
(10 weeks (14 hours))
Authors: Cinzia Rodino

Key Concepts
- Change

Related Concepts
- Individuals and societies
  - Causality (cause and consequence)
  - Innovation and revolution
  - Perspective

Global context
- Scientific and technical innovation

Conceptual Understanding

Statement of Inquiry:
Economic changes always have an impact on the way of life of different social groups and their mutual interactions

Inquiry Questions:
- F: How has technology changed the way in which we produce our goods?
- C: How does Industrialization introduce changes in a social structure?
- D: Does change mean progress for everybody?

Communication
I. Communication skills
- Give and receive meaningful feedback

Self-management
III. Organization skills
- Create plans to prepare for summative assessments (examinations and performances)

Research
VI. Information literacy skills
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Thinking
VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Evaluate evidence and arguments

MYP Assessment Criteria
- Individuals and societies:
  - A: Knowing and understanding
  - C: Communicating
  - D: Thinking critically
Unit Title

Knowledge and Skills

Italian (MYP 2)

Unit Title

MYP2 ITALIAN UNIT 1: Conoscere la lingua: analisi grammaticale
(12 weeks (12 hours))
Authors: Michela Uzzauto, Sarina Gosio

Key & Related Concepts

Key Concepts
Communication

Related Concepts
Language and literature
• Self-expression
• Structure

Global context
Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:
Conoscere la grammatica italiana è fondamentale per esprimersi e saper comunicare in diversi contesti.

Inquiry Questions:
C: Come posso migliorare la conoscenza della lingua italiana sia scritta sia parlata?
F: Quali abilità sono importanti per la comunicazione?
D: La struttura e la grammatica della lingua sono davvero importanti?

ATL

MYP Assessment Criteria
A: Analysing, D: Using language

Knowledge and Skills
Parti del discorso: articolo, nome, verbo, aggettivo, avverbio, congiunzione, pronomi, preposizione , interiezione. Ortografia.
Unit Title

MYP2 ITALIAN UNIT 2: Letteratura italiana: dalle origini al '300 (8 weeks (16 hours))
Authors: Michela Uzzauto, Alberto Damiano, Sarina Gosio

Key & Related Concepts

- **Key Concepts**: Culture
- **Related Concepts**: Language and literature (Context)

Global context

- Personal and cultural expression

Conceptual Understanding

**Statement of Inquiry:**
Lo studio della letteratura delle origini è fondamentale per comprendere la letteratura italiana. La cultura e il contesto storico-culturale del '200-'300 non possono prescindere da questo studio perché sono componenti fondamentali dello sviluppo della letteratura.

**Inquiry Questions:**
- **F**: Come nasce la letteratura italiana?
- **D**: Mi piace Dante? Perché sì? Perché no?
- **C**: Come sono state poste le basi della letteratura italiana? Chi sono i protagonisti nella letteratura del XII e XIII secolo?

ATL

MYP Assessment Criteria

A: Analysing, D: Using language

Knowledge and Skills


MYP2 ITALIAN UNIT 3: Racconto fantasy e racconto di avventura (8 weeks (8 hours))
Authors: Michela Uzzauto, Sarina Gosio

Key & Related Concepts

- **Key Concepts**: Creativity
- **Related Concepts**: Language and literature (Genres, Setting)

Global context

- Personal and cultural expression

Conceptual Understanding

**Statement of Inquiry:**
Exploring the world of fantasy and adventures genres, their possible settings and characters in order to develop the ability to create an original short story.

**Inquiry Questions:**
- **F**: What are the characteristics of fantasy and adventure stories?
Unit Title

**ATL**

- Communication
- Thinking

**Language and literature**

**A: Analysing**
- identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts

**ATL**

**MYP Assessment Criteria**

- A: Analysing, D: Using language

**Knowledge and Skills**


---

**MYP2 ITALIAN UNIT 4: Conoscere la lingua: analisi logica**

(12 weeks (12 hours))

Authors: Michela Uzzauto

**Key & Related Concepts**

- Communication
  - Language and literature
    - Related Concepts: Self-expression, Structure

**Global context**

- Personal and cultural expression

**Conceptual Understanding**

**Statement of Inquiry:**
Conoscere l’analisi logica è fondamentale per potersi esprimere in maniera logica e coerente in qualsiasi contesto.

**Inquiry Questions:**
- **C**: Come posso esprimermi in modo logico e coerente?
- **F**: Quali strutture logiche devo usare nella comunicazione?
- **D**: Posso fare a meno dell’analisi logica?

**ATL**

**MYP Assessment Criteria**

- A: Analysing, D: Using language

**Knowledge and Skills**

Soggetto, predicato verbale, predicato nominale, complemento oggetto, complemento di specificazione, termine, luogo, tempo, predicativo del soggetto e dell’oggetto, mezzo, strumento, materia, argomento.
## In guardia fello: ti sfido a singolar tenzone!
### 3 weeks (6 hours)

**Authors:** Sarina Gosio, Michela Uzzauto

### Key & Related Concepts

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Language and literature</td>
</tr>
<tr>
<td>Creativity</td>
<td>Self-expression</td>
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<td></td>
<td>Structure</td>
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</table>

### Conceptual Understanding

#### Statement of Inquiry:
Comunicare amore o altri temi attraverso la struttura metrica del sonetto. Un gioco e una gara in italiano e in inglese.

#### Inquiry Questions:
- comunicare sentimenti entro uno schema metrico preciso. Per comprendere e per scegliere: So mettermi in gioco in una competizione poetica?

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## il testo descrittivo
### 8 weeks (8 hours)

**Authors:** Luca Secondo

### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<td>Aesthetics</td>
<td>Language and literature</td>
</tr>
<tr>
<td>Communication</td>
<td>Point of view</td>
</tr>
</tbody>
</table>

### Global context

**Personal and cultural expression**

**Exploration to Develop:**
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

### Conceptual Understanding

Impareremo a descrivere una persona, un luogo, un oggetto o un animale, grazie all'osservazione e all'uso di tutti i sensi.

### Statement of Inquiry:

**Inquiry Questions:**
- come si descrive un oggetto, una persona, un luogo?

### MYP Assessment Criteria

**A: Analysing, B: Organizing, C: Producing text, D: Using language**
MYP2 ITALIAN UNIT 5: Letteratura italiana: il ‘400, il ‘500 e il ‘600
(8 weeks (16 hours))
Authors: Michela Uzzauto

Key Concepts
- Change

Related Concepts
- Language and literature
  - Context
  - Genres
  - Theme

Global context
- Orientation in space and time
  Exploration to Develop:
  Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Conceptual Understanding

Statement of Inquiry:
Conoscere i cambiamenti avvenuti tra il Medioevo e l’età moderna ci aiuta a comprendere meglio il contesto attuale e la società in cui viviamo. Molte sono state le innovazioni in questo periodo: sono cambiati il contesto storico-culturale, i temi e i generi letterari. Sono in evoluzione il progresso della scienza, lo sviluppo della lingua, delle arti e della letteratura.

Inquiry Questions:
F: Quali sono i cambiamenti che hanno investito le arti, la scienza e la letteratura in questo periodo? Quali generi si sviluppano principalmente nella letteratura italiana?
C: Perché il mondo è cambiato così velocemente? Quali sono le cause e le conseguenze di tali cambiamenti?
D: Secondo te, i cambiamenti avvenuti in questo periodo possono essere considerati positivi o negativi per la società in cui viviamo oggi?

Language and literature
A: Analysing
  - identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
  - identify and explain the effects of the creator’s choices on an audience
  - interpret similarities and differences in features within and between genres and texts.

B: Organizing
  - employ organizational structures that serve the context and intention
  - organize opinions and ideas in a coherent and logical manner

Communication
I. Communication skills
  - Give and receive meaningful feedback
  - Negotiate ideas and knowledge with peers and teachers
  - Read critically and for comprehension
  - Read a variety of sources for information and for pleasure
  - Make inferences and draw conclusions
  - Use and interpret a range of discipline-specific terms and symbols
  - Paraphrase accurately and concisely
  - Make effective summary notes for studying

Social
II. Collaboration skills
  - Give and receive meaningful feedback

Self-management
III. Organization skills
### MYP Assessment Criteria

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Analysing, B: Organizing, D: Using language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>Gli studenti svilupperanno l'abilità di analisi di un testo letterario per comprendere l'intento dell'autore, lo stile, il linguaggio e i temi principali; analizzeranno anche il contesto storico-culturale corrispondente, soffermandosi sulle connessioni tra opera e avvenimenti storici.</td>
</tr>
</tbody>
</table>

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### MYP2 ITALIAN UNIT 6: Racconto giallo (8 weeks (8 hours))

**Authors:** Michela Uzzauto, Sarina Gosio, Luca Secondo

### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tr>
<td>🍀 Creativity</td>
<td>📚 Language and literature</td>
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<td>• Purpose</td>
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</table>

### Global context

🔍 Personal and cultural expression

### Conceptual Understanding

Criminal stories and crime news share the same topic but they need different styles, registers and structures for communication.

### Statement of Inquiry:

Students will be asked to reflect on different kinds of register, structure and style and use them in different contexts. Students will focus on criminal stories and crime news as they can be analysed in parallel and oppositely.

### Inquiry Questions:

- **C**: How can I become a good journalist or a good writer?
- **F**: What are the characteristics that make a good crime stories?

### ATL

🔍 Communication

Research

🔍 Thinking

### MYP Assessment Criteria

<table>
<thead>
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<th>MYP Assessment Criteria</th>
<th>B: Organizing, C: Producing text, D: Using language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>Differenza tra racconto giallo e articolo di giornale. Caratteristiche del racconto giallo. Scrittura creativa e scrittura informativa.</td>
</tr>
</tbody>
</table>
# Unit Title

**cooperation and self perception**  
(4 weeks (14 hours))

**Authors:** Luca Secondo, Jennifer McDermott

<table>
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<td>Identity</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Perspective</td>
<td>• Point of view</td>
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</tbody>
</table>

## Key & Related Concepts

### Key Concepts
- Communication
- Identity
- Perspective

### Related Concepts
- Language and literature
- Mathematics
  - • Point of view
  - Representation
- Arts: Visual arts
  - • Expression
  - Interpretation
  - Presentation
- Physical and health education
  - • Balance
  - Interaction

## Global context

**Identities and relationships**

## Conceptual Understanding

### Statement of Inquiry:

**Inquiry Questions:**

- **C**: who am I? how do i see myself?
- **C**: how do other classmates see me?
- **C**: how do i represent myself?
- **C**: what role do i play in the class group?
- **C**: what is the perception of my body?

## MYP Assessment Criteria

### Interdisciplinary:

- • B: Synthesizing
- • D: Reflecting

### Language and literature:

- • B: Organizing
- • C: Producing text
- • D: Using language

### Arts:

- • D: Responding

### Mathematics:

- • B: Investigating patterns
- • C: Communicating

## Knowledge and Skills

**testo soggettivo o emotivo espressivo (4 weeks (5 hours))**

**Authors:** Luca Secondo

<table>
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The document provides a structured overview of a unit titled "cooperation and self perception," detailing key concepts, related concepts, a statement of inquiry, MYP assessment criteria, and knowledge and skills. The unit is divided into two parts, with specific focus areas and inquiry questions designed to explore themes of identity and self-perception in a multidisciplinary context.
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<th>Relationships</th>
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### Global context

**Personal and cultural expression**

*Exploration to Develop:*

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

### Conceptual Understanding

**Statement of Inquiry:**

We will study how to write a page of diary, an informal letter or an autobiography

**Inquiry Questions:**

- **C**: who do i want to communicate?

### ATL

**MYP Assessment Criteria**

- **B**: Organizing
- **C**: Producing text
- **D**: Using language

### Knowledge and Skills

**Activities:**

- Attività di scrittura creativa su Ariosto: il racconto autobiografico, la lettera, il diario
  - (5 weeks (5 hours))
- **Authors**: Michela Uzzauto

### Key & Related Concepts

**Key Concepts**

- Communication

**Related Concepts**

- Language and literature
  - Genres
  - Self-expression
  - Style

### Global context

**Personal and cultural expression**

### Conceptual Understanding

**Statement of Inquiry:**

Conoscere quali sono i modi e i generi letterari in cui possiamo comunicare in prima persona ci aiuta a scegliere come esprimere i nostri sentimenti ed emozioni e il modo in cui raccontare un'esperienza personale.

**Inquiry Questions:**

- **P**: Quali sono le caratteristiche del racconto autobiografico, del diario e della lettera? Quali sono le somiglianze tra questi generi letterari e quali le differenze?
- **C**: Perché utilizziamo il racconto autobiografico, il diario e la lettera per comunicare in prima persona?
- **D**: In che modo posso esprimermi in prima persona? Quale genere prediligo per esprimere i miei sentimenti ed emozioni o per raccontare un'esperienza personale?

### ATL

**Language and literature**

- **B**: Organizing
  - employ organizational structures that serve the context and intention
Unit Title

• organize opinions and ideas in a coherent and logical manner

C: Producing text
• produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
• make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

Communication
I. Communication skills
• Use appropriate forms of writing for different purposes and audiences
• Write for different purposes

Social
II. Collaboration skills
• Practise empathy

Thinking
IX. Creative thinking skills
• Create original works and ideas; use existing works and ideas in new ways

MYP Assessment Criteria
B: Organizing, C: Producing text

Knowledge and Skills
In particolare ci si soffermerà sulla capacità di riflettere e di sapersi esprimere in modo logico e coerente.

MYP2 ITALIAN UNIT 7: Letteratura italiana: il '700 e l'800
(6 weeks (6 hours))
Authors: Michela Uzzauto

Key & Related Concepts

Key Concepts
Change

Related Concepts
Language and literature
• Context
• Genres
• Point of view
• Theme

Global context
Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:
Conoscere la letteratura e il contesto storico del '700-'800 ci aiuta a comprendere la società di oggi.

Inquiry Questions:
F: Chi sono gli autori principali del '700-'800?
C: Quali sono i temi e i concetti affrontati in questi secoli di letteratura? Cosa vogliono esprimere gli autori attraverso le loro opere?
D: Mi piace la letteratura del '700-'800?

ATL

MYP Assessment Criteria
A: Analysing, B: Organizing

Knowledge and Skills
Il Neoclassicismo, il Romanticismo, Ugo Foscolo, sonetti, Giacomo Leopardi, canzone libera, Alessandro Manzoni, ode.
Who am I? Self-acceptance and tolerance (8 weeks (8 hours))
Authors: Michela Uzzautto

Key Concepts
- Identity

Related Concepts
- Language and literature
  - Context
  - Point of view
  - Self-expression

Global context
- Identities and relationships

Conceptual Understanding

Statement of Inquiry:
People have always wondered who they were and what's the meaning of life. Starting by asking yourself simple questions such as "Who am I?" in regard to my character, the roles I play in life, the languages I speak, the context I live in, the people around me, will help students to reflect on this particular stage of their lives, where they have to face change and conflicts both inside and outside them. Students will also reflect on their relationships with parents, teachers, friends.

Inquiry Questions:
- F: What's my character like? What do I like and dislike?
- C: What's the link between me and other people?
- D: Why is there conflict in some relationships? Why is it hard to get on well with some people?

Drama (MYP 2)

Do the words have a sound?
(10 weeks (20 hours))
Authors: Eleonora D’Urso

Key Concepts
- Creativity

Related Concepts
- Arts
  - Audience
  - Composition
  - Expression
  - Innovation
  - Interpretation
  - Narrative
  - Play
  - Presentation
  - Role
Global context

Personal and cultural expression

*Exploration to Develop:*
Artistry, craft, creation, beauty

Conceptual Understanding

Play different roles enhances imagination and creativity.

Statement of Inquiry

Imagination and divergent thinking can improve the quality of life.

Inquiry Questions:

F : How can we use our imagination? What does it really mean imagination?

MYP Assessment Criteria

B: Developing skills, C: Thinking creatively

Knowledge and Skills

Music (MYP 2)

Unit Title

MUSIC NOTATION LEVEL TWO
(12 weeks (24 hours))
Authors: Elena Carrara

Key Concepts

Development

Related Concepts

Arts

• Expression
  • Innovation

Global context

Orientation in space and time

Conceptual Understanding

Statement of Inquiry:

Music is a universal form of communication which is based on specific rules and structures.

Inquiry Questions:

F : What are the main alteration signs used in music?

C : In what ways does the knowledge of new theory elements enrich our performances?

D : Is it possible to play the same piece of music using different notes?

ATL

Arts

A: Knowing and understanding

• demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

Social

II. Collaboration skills

• Help others to succeed
  • Give and receive meaningful feedback

Learning Experiences:

Students will be able to help each other in the preparation of the performance of the piano piece.
This will be documented on their process journal and students will have to reflect on how the help of a classmate can help them learn better.

**Self-management**

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Bring necessary equipment and supplies to class

**Learning Experiences:**

Students will have to be organized and always bring their material to class and plan their study time at home and in class for the final summative test and performance.

---

**Performing christmas songs (a mini personal project)**

(5 weeks (10 hours))

**Authors:** Elena Carrara

---

**Key Concepts**

- Communication

**Related Concepts**

- **Arts**
  - Interpretation
  - Play

---

**Global context**

- Orientation in space and time

---

**Conceptual Understanding**

**Statement of Inquiry:**

The christmas holiday spirit can be communicated to audiences all over the world by playing and interpreting traditional songs.

**Inquiry Questions:**

- **F** : Which theory elements of music notation are present in the christmas piece chosen?
- **C** : How can we communicate by performing?
- **D** : In what other ways is the holiday spirit expressed?

---

**ATL**

**Communication**

- **I. Communication skills**
  - Give and receive meaningful feedback

**Self-management**

- **III. Organization skills**
  - Plan short- and long-term assignments; meet deadlines
  - Create plans to prepare for summative assessments (examinations and performances)
  - Keep and use a weekly planner for assignments
  - Set goals that are challenging and realistic
  - Bring necessary equipment and supplies to class
IV. Affective skills
  • Perseverance
    - Demonstrate persistence and perseverance
    - Practise delaying gratification
  • Emotional management
    - Practise strategies to overcome impulsiveness and anger
    - Practise strategies to prevent and eliminate bullying
    - Practise strategies to reduce stress and anxiety
  • Self-motivation
    - Practise analysing and attributing causes for failure
    - Practise managing self-talk
    - Practise positive thinking

V. Reflection skills
  • Identify strengths and weaknesses of personal learning strategies (self-assessment)
  • Consider personal learning strategies
    - What factors are important for helping me learn well?
  • Keep a journal to record reflections

Learning Experiences:
Students will have to plan their work at home and in class, set goals weekly and meet the final deadline. They will receive feedback from the teacher but need to start becoming independent on their work and ability to read and perform music.

Thinking
VIII. Critical thinking skills
  • Practise observing carefully in order to recognise problems
  • Draw reasonable conclusions and generalizations
  • Revise understanding based on new information and evidence
  • Identify obstacles and challenges

Learning Experiences:
Students will have to identify the obstacles and challenges throughout the unit and explain how they plan to overcome them and if they were able to on their own or with the help of other classmates. They will have to plan their work and understand how to prepare for a performance on their own.

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>B: Developing skills, C: Thinking creatively, D: Responding</th>
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</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>- music notation level one and two theory and performance</td>
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</table>

The Baroque Age
(8 weeks (16 hours))
Authors: Elena Carrara

Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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</thead>
<tbody>
<tr>
<td>Change</td>
<td>Arts</td>
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<tr>
<td></td>
<td>• Expression</td>
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<td>• Role</td>
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Global context

Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:
The cultural, political and artistic aspects of the 17th century can help us understand the changes in the role of the musician and in the way music is expressed.

Inquiry Questions:
What are the main events that take place during the 17th century in art, music, politics and culture?

How is Baroque music linked to the society of the time?

How would you describe the music of the Baroque period?

Communication
Self-management

Learning Experiences:

Students will learn how to express themselves orally and how to link different subjects together when studying a particular period of history.

Students will have to plan their deadline and organize their work in order to be prepared for their summative performance.

A: Knowing and understanding, B: Developing skills

- the political, artistic and social situation - the role of the musician - the characteristics of the music - where music is performed - vocal and instrumental music - Bach - Vivaldi - Haendel

Pinocchio (12 weeks (10 hours))
Authors: Eleonora D’Urso

Conceptual Understanding

Communication
Social
Self-management

C: Thinking creatively, D: Responding

MINI PERSONAL PROJECT
(9 weeks (18 hours))
Authors: Elena Carrara

Key Concepts
Creativity

Related Concepts
Arts
• Composition
• Expression
• Presentation

Exploring our creativity through the expression of ideas and composition of sounds.

Statement of Inquiry:

Inquiry Questions:

C: How can I use my imagination to create something unique and appealing?

D: Is knowledge of music essential to composing?

F: ......
Unit Title

Communication
I. Communication skills
• Give and receive meaningful feedback
• Interpret and use effectively modes of non-verbal communication

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks

V. Reflection skills
• Keep a journal to record reflections

Thinking
VIII. Critical thinking skills
• Identify obstacles and challenges

IX. Creative thinking skills
• Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Apply skills and knowledge in unfamiliar situations

MYP Assessment Criteria
A: Knowing and understanding, B: Developing skills, C: Thinking creatively, D: Responding

Knowledge and Skills

The Classical Period
(6 weeks (12 hours))
Authors: Elena Carrara

Key & Related Concepts

Key Concepts
Identity

Related Concepts
Arts
• Expression
• Innovation

Global context
Orientation in space and time

Conceptual Understanding

Statement of Inquiry:
innovation and expression can be determined by cultural and individual pursuits.

Inquiry Questions:
F: How is the classical period defined? Who are the major contributors to the classical period?
C: Considering the works of Haydn, Mozart and Beethoven which are the innovations that emerge? Why can Beethoven be considered a pre romantic composer?
D: Who is responsible for creative change: individuals or society?

ATL
Self-management
Research
## MYP Assessment Criteria

**Knowledge and Skills**

- The political, economic, artistic and cultural aspects of the classical period
- Changes in the role of the musician
- Characteristics and forms of classical period music
  - Joseph Haydn
  - Wolfgang Amadeus Mozart
  - Ludwig Van Beethoven

## Unit Title

**Visual arts (MYP 2)**

### Giotto and the third dimension

* (8 weeks (4 hours))

**Authors:**

### Key Concepts

- Aesthetics
- Communication
- Connections
- Creativity
- Culture
- Development
- Form
- Systems
- Time, place and space

### Related Concepts

- Arts: Visual arts
  - Genre
  - Innovation
  - Interpretation
  - Narrative
  - Presentation
  - Representation
  - Style
  - Visual culture

### Conceptual Understanding

Giotto was among the first of artists to depict human nature as well as human form. He was obsessed with verisimilitude in his rendering of figures. He lent human figures depth in rendering and emotions as experienced by looking at his fresco's

### Statement of Inquiry:

**Why was Giotto so important to the Italian renaissance and how did he achieve so much through local artistic programmes and commissions?**

**Inquiry Questions:**

- Can we see the influence of Giotto ni current artistic endeavours?: Why is Giotto credited with bringing emotion and meaning to his fresco's? What went before him and why did he develop his ideas in such a manner and in isolation?

- Giotto made very few paintings on canvas but his fresco's attained worldwide recognition. How?: When the artists of the renaissance looked athe fresco's of Padua and the arena chapel what were they ' taking away”?

### ATL

**Arts**

- **A: Knowing and understanding**
  - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
  - iii. use acquired knowledge to inform their artwork.

- **B: Developing skills**
  - i. demonstrate the acquisition and development of the skills and techniques of the art form studied

- **D: Responding**
  - i. outline connections and transfer learning to new settings

**Communication**
I. Communication skills
   • Give and receive meaningful feedback
   • Use appropriate forms of writing for different purposes and audiences
   • Use a variety of media to communicate with a range of audiences
   • Negotiate ideas and knowledge with peers and teachers
   • Share ideas with multiple audiences using a variety of digital environments and media
   • Read critically and for comprehension
   • Make inferences and draw conclusions
   • Take effective notes in class
   • Use a variety of organizers for academic writing tasks
   • Organize and depict information logically

MYP Assessment Criteria
   A: Knowing and understanding, B: Developing skills, D: Responding

Knowledge and Skills
   The understanding of this unit is very much based on strong knowledge of primitive art so that the revolution of dimension can be assessed and calculated.

Masks (4 weeks (8 hours))
Authors: Nicola Roccatagliata

Key & Related Concepts
   Key Concepts
   • Creativity
   • Culture
   • Identity

   Related Concepts
   • Arts: Visual arts
     • Expression
     • Visual culture

Global context
   • Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:
   Societies around the world express their values and beliefs in a variety of visual cultures.

Inquiry Questions:
   F: What are masks and how are they used? What messages are conveyed through masks?
   C: What visual cultures are we familiar with?
   D: Can a mask hold a form of “magic”?

Self-management
   III. Organization skills
      • Plan short- and long-term assignments; meet deadlines
      • Plan strategies and take action to achieve personal and academic goals
      • Bring necessary equipment and supplies to class

   IV. Affective skills
      • Mindfulness
      - Practise focus and concentration

MYP Assessment Criteria
   Knowledge and Skills
### Key Concepts
- **Change**

### Related Concepts
- **Language acquisition: Phases 1-2**
  - Conventions
  - Form
  - Purpose
- **Language and literature**
  - Context
  - Setting
  - Structure
- **Individuals and societies**
  - Power
- **Arts: Visual arts**
  - Boundaries
  - Composition

### Global context
**Personal and cultural expression**
- **English:** In art students will not only learn how to draw the human body in the correct proportion, but also study the aesthetics of
- **Humanities:** The way the Medici’s and other monarchs during this historical period communicates and exerted their power
- **French:** Les us et coutumes vestimentaires des hommes et des femmes sous la Renaissance en France

**Exploration to Develop:**
- Artistry, craft, creation, beauty

### Conceptual Understanding
- **ENGLISH:** Comparisons of different eras in time (how things used to be, new inventions, changes)
- **ARTS**
  - The importance of proportion and measurement when drawing the human body.
  - Understanding the history of the Early Renaissance and its impact on society (growth of culture, expansion of the arts, development of the country of Italy)
  - The understanding of historical context when designing costumes
- **INDIVIDUALS AND SOCIETIES**
  - Who was the Renaissance Man? The Medici family its approach to power compared to Henry the VIII (Macchiavelli the Prince and Thomas More Utopia).
  - **FRENCH**
    - Les vêtements de la Renaissance en France et les vêtements d'aujourd'hui: comment ont-ils évolué?
    - Travaux pratiques: dessiner des vêtements sur une silhouette en respectant les proportions du corps humain

### Statement of Inquiry:
The changes that take place in societies and cultures due to innovation and progression in politics, art, science and academic study influence eras in time.

**Inquiry Questions:**
- **F:** How do changes in time impact on society, culture and the arts?
- **D:** Each era connects to another: To what extent are societies products of the time in which they live?
- **C:** Time is a continuum with each era effecting another: In what ways could we make use of innovations from different periods of time?
**Unit Title**

**ATL**

**Individuals and societies**

**A: Knowing and understanding**

- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

**B: Investigating**

- ii. formulate and follow an action plan to investigate a research question

**Communication**

**I. Communication skills**

- Use a variety of media to communicate with a range of audiences
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media

**Learning Experiences:**

Students will learn via other students and our school site how to research and use sources. They will enjoy the idea of filling in the gaps

**Thinking**

**VIII. Critical thinking skills**

- Practise observing carefully in order to recognise problems

**Learning Experiences:**

- Students encouraged to analyse their work and compare symmetry in design.
- Comparison of first drafts and last drafts in order for students to compare mistakes and improvements.
- Study of perspective and the invention of.
- Theory of the early Renaissance that involved developing the human form in painting to be more three dimensional

Students will be encouraged to see different points of view. What is Renaissance in History, who were the main players and what did they do (positive and negative aspects)

---

**MYP Assessment Criteria**

**Interdisciplinary:**

- A: Disciplinary grounding

**Arts:**

- A: Knowing and understanding
- B: Developing skills
- D: Responding

**Individuals and societies:**

- A: Knowing and understanding
- B: Investigating
- C: Communicating

**Knowledge and Skills**

Skills in measurement and knowledge of the correct instruments to use to achieve the result required. Basics in proportion and use of colour (to be developed during this unit), Knowledge & Skills TBD, Lexique des vêtements, Students will be guided into understanding the basics of What happened in the 1500 Hundreds. The students were introduced to research who was Macchiavelli and his famous book, and Thomas More "Utopia". This should have helped them to further develop their understanding of what is thinking critically into practice

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**THE HEART OF THE LANDSCAPE**

(4 weeks (6 hours))

**Authors:** Nicola Roccatagliata

---

**Conceptual Understanding**

**MYP Assessment Criteria**
The heart of the landscape
(3 weeks (6 hours))
Authors: Nicola Roccatagliata

Key Concepts
Identity

Related Concepts
Arts: Visual arts
- Expression
- Representation

Global context
Orientation in space and time

Statement of Inquiry:
Inquiry Questions:
F: How did different artists interpret their local environment and especially the landscape?
F: In what ways do artists use visual elements to convey their perspective, thoughts and feelings about their local context?
C: How can the identity of a place be influenced by artistic expression?
D: Can artistic intention and expression change audience perceptions?

Communication
I. Communication skills
- Share ideas with multiple audiences using a variety of digital environments and media

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
- Resilience
  - Practise dealing with disappointment and unmet expectations

V. Reflection skills
- Focus on the process of creating by imitating the work of others

MYP Assessment Criteria
B: Developing skills, C: Thinking creatively

FIRST STEPS IN TECHNICAL DRAWING (6 weeks (12 hours))
Authors: Nicola Roccatagliata

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills
## Unit Title

### The High Renaissance

*(10 weeks (20 hours))*  
**Authors:** Katherine Terlato

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities</td>
<td>Arts: Visual arts</td>
</tr>
<tr>
<td>Development</td>
<td>• Innovation</td>
</tr>
<tr>
<td></td>
<td>• Presentation</td>
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</table>

### Global context

**Orientation in space and time**

We look at this GC as it refers to the development of Italian civilization in one of the most important periods for the country. It is important for the students to understand as it creates the foundations to help them understand how art developed later, reflecting and taking inspiration continuously from the Renaissance period and how it created a repercussion in art and architecture around the globe.

*Exploration to Develop:*

Epochs, eras, turning points and "big history"

### Conceptual Understanding

This unit is designed to enhance the students understanding of one of the most important periods in artistic history. Students will look at different artists of the Italian Renaissance and learn how they shaped one of the most important periods in social and economical development in Italy.

### Statement of Inquiry

**Statement of Inquiry:**

The High Renaissance: how it changed the world they lived in and how it impacted on the world we live in today.

**Inquiry Questions:**

- **F**: Which artists were the most important in shaping the High Renaissance and why?
- **C**: In what ways could Renaissance art reflect our own society today?
- **D**: Which artist made the most important contributions to art and society in the Renaissance times?

### ATL

**Arts**

- **A: Knowing and understanding**
  - i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

**Communication**

- **I. Communication skills**
  - Collaborate with peers and experts using a variety of digital environments and media

### Learning Experiences:

Students will have a group project to complete in which they will create a presentation on Da Vinci and one of his works. They will have the opportunity to be as creative as they like with the project and are expected to reflect the style of the High Renaissance in their presentation.

### Thinking

### MYP Assessment Criteria

**A: Knowing and understanding, B: Developing skills, C: Thinking creatively, D: Responding**

**Knowledge and Skills**

Knowledge of Religion in art taken from the Gothic period studied in MYP2 and continued regarding shifts of power. Skills for practical work will be relatively new.
cooperation and self perception
(4 weeks (14 hours))
Authors: Luca Secondo, Jennifer McDermott

Key Concepts
- Communication
- Identity
- Perspective

Related Concepts
- Language and literature
  - Point of view
- Mathematics
  - Representation
- Arts: Visual arts
  - Expression
  - Interpretation
  - Presentation
- Physical and health education
  - Balance
  - Interaction

Global context
Identities and relationships

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:
- C: who am I? how do i see myself?
- C: how do other classmates see me?
- C: how do i represent myself?
- C: what role do i play in the class group?
- C: what is the perception of my body?

MYP Assessment Criteria

Interdisciplinary:
- B: Synthesizing
- D: Reflecting

Language and literature:
- B: Organizing
- C: Producing text
- D: Using language

Arts:
- D: Responding

Mathematics:
- B: Investigating patterns
- C: Communicating

Knowledge and Skills

So Baroque! (4 weeks (8 hours))
Authors: Katherine Terlato

Key Concepts
- Change

Related Concepts
- Arts: Visual arts
  - Genre
  - Innovation
Global context

Orientation in space and time
We are engaged in this inquiry to understand the social changes that helped the Baroque period develop after the end of the Renaissance. It was a period of change that broke away from the traditions of art and it is important to understand as from the Baroque we start to see many important social, political and aesthetic changes in art that continue to develop to this day.

 Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Conceptual Understanding

Understanding the new form of Baroque art and how it differed from the art of the Renaissance

What those differences were

How society was changing and how this change was reflected in art.

Statement of Inquiry:

The changes in social behaviour, mentality design and style reflected in Art during the Baroque period and the consequences it had on the artist and the population.

Inquiry Questions:

F: What were the major changes from the Renaissance to Baroque art and why?
C: Which religious ideals were shown through the baroque period?
F: How did architecture represent the Baroque period?
D: Which art best represents religion? The High Renaissance or Baroque Art

Arts

A: Knowing and understanding
  • ii. demonstrate knowledge of the role of the art form in original or displaced contexts

Communication

I. Communication skills
  • Give and receive meaningful feedback

Learning Experiences:
  • Through an oral exam students will be expected to demonstrate how the works of the Baroque period impacted on their own culture and how they impacted on previous artistic periods

ATL

Research

VII. Media literacy skills
  • Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Learning Experiences:
  Students will have the opportunity to work in the computer lab and collate information in groups, working on their collaboration skills and learning from one another, in order to create a presentation for the class that utilises all forms of presentation means: verbal, electronic, paper, illustrative, posters.

MYP Assessment Criteria

A: Knowing and understanding
### Unit Title

**Knowledge and Skills**

Students will understand the history of art in Italy due to previous theoretical study of the Renaissance period. Understanding how to analyse a painting and its narrative will come from the High Renaissance unit (analysis of Boticelli).

---

### The Industrial Revolution

**Title:** The Industrial Revolution  
**Duration:** 10 weeks (14 hours)  
**Authors:** Cinzia Rodino

#### Key Concepts

- Change

#### Related Concepts

- Change
- Individuals and societies
  - Causality (cause and consequence)
  - Innovation and revolution
  - Perspective

#### Global context

- Scientific and technical innovation

---

### Conceptual Understanding

#### Statement of Inquiry:

Economic changes always have an impact on the way of life of different social groups and their mutual interactions.

#### Inquiry Questions:

- F: How has technology changed the way in which we produce our goods?  
- C: How does Industrialization introduce changes in a social structure?  
- D: Does change mean progress for everybody?

---

### ATL

- **Communication**  
  - I. Communication skills  
    - Give and receive meaningful feedback

- **Self-management**  
  - III. Organization skills  
    - Create plans to prepare for summative assessments (examinations and performances)

- **Research**  
  - VI. Information literacy skills  
    - Make connections between various sources of information
    - Present information in a variety of formats and platforms
    - Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

- **Thinking**  
  - VIII. Critical thinking skills  
    - Practise observing carefully in order to recognise problems
    - Gather and organize relevant information to formulate an argument
    - Evaluate evidence and arguments

---

### MYP Assessment Criteria

#### Individuals and societies:

- A: Knowing and understanding  
- C: Communicating  
- D: Thinking critically

---

### Knowledge and Skills

Formative test: Questions on content and concepts addressed in class and sources evaluation + letter writing. Debates and discussions. Summative test: PPT “Were the effects of the Industrial Revolution positive”, The difference between reforms and revolutions. The different kinds of revolutions. The invention of the steam engine by Watts. The invention of other machines. How coal, iron and steel also fostered British industrialization. The
similarity and differences between the Domestic and Factory systems. The improvement of transport, trade and communications with the use of trains. People moving into cities looking for a job. Unhealthy living conditions in the cities: slums. Hard working conditions, child labour and its consequences. Attempts of stating new labour laws, industrialization spreads to other countries. Terminology: Revolution, Reform, Industry, Agriculture, Production, society, Technology, Demand, Colony, Market, Investment, Risk, Economic Liberalism, Social classes, Open field system, Enclosure System, domestic system, Factory system, living conditions, WORKING CONDITIONS, power source, government acts.
Knowledge and Skills

The Renaissance means "rebirth". What kind of rebirth are we talking about? How was the world during the Middle Ages? Kings, Popes, knights and peasants were important actors in the historical scene. Main protagonists of the XV and XVI century. The Renaissance is a milestone period in the history of the Western world. New patterns and ideas changed the way Europeans perceived the secular and religious world. Ideas and events that helped the world to change. The discovery of the classical world. Places in which these changes took place and the spread of ideas all over Europe. Growth of Signorie and birth of the first nations.

MYP2 Humanities unit 2 Main religions of the World (6 weeks)
Authors: Luca Secondo

Key Concepts
- Communities
- Identity
- Time, place and space

Related Concepts
- Individuals and societies: History
  - Identity
  - Ideology
  - Perspective

Personal and cultural expression

Global context

Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
Metacognition and abstract thinking

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:

F: which are the main religion of the world? what are their beliefs? when did they begin?
C: Which is a difference between philosophy and religion?
D: Is religion something important for my life?
### MYP2 Humanities unit 3 World exploration and Enlightenment (6 weeks)

**Authors:** Luca Secondo

<table>
<thead>
<tr>
<th>Key Concepts</th>
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</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Individuals and societies: History</td>
</tr>
<tr>
<td>Time, place and space</td>
<td>• Innovation and revolution</td>
</tr>
</tbody>
</table>

**Statement of Inquiry:**

**Inquiry Questions:**

- F: still don't know

---

### MYP2 Humanities unit 4 American and French Revolution (8 weeks)

**Authors:** Luca Secondo

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Change</td>
<td>Individuals and societies: History</td>
</tr>
<tr>
<td>Development</td>
<td>• Conflict</td>
</tr>
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<td>• Governance</td>
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</tbody>
</table>

**Orientation in space and time**

- Exploration to Develop:
  - Epochs, eras, turning points and “big history”
  - Peoples, boundaries, exchange and interaction
  - Evolution, constraints and adaptation

**Statement of Inquiry:**

**Inquiry Questions:**

- F: when and where did these two revolution take place?
- C: What does Revolution mean? are these two revolutions similar?
- D: Why are these two events so important for us?

---

### MYP Assessment Criteria

**A:** Knowing and understanding, **B:** Investigating, **C:** Communicating, **D:** Thinking critically
**Unit Title**

**Knowledge and Skills**

---

**Geography (MYP 2)**

**Unit 1 Geography: Understanding human geography through the Global Goals 2030 (10 weeks (20 hours))**

**Authors:** Elizabeth Coykendall Rice, Luca Secondo

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### Key & Related Concepts

<table>
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<tr>
<td>Global interaction</td>
<td>Individuals and societies: Geography</td>
</tr>
<tr>
<td>• Disparity and equity</td>
<td></td>
</tr>
</tbody>
</table>

### Global context

- **Globalization and sustainability**
  - *Exploration to Develop:*
    - Human impact on the environment
    - Commonality, diversity and interconnection
    - Population and demography

### Conceptual Understanding

Disparity and equity affect our global interactions as understood through the UN Global Goals for 2030.

### Statement of Inquiry

**Statement of Inquiry:**

How do the UN Global Goals for 2030 help us understand our current world?

**Inquiry Questions:**

- What are the 17 UN Global Goals for 20130

### MYP Assessment Criteria

- A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

---

**Coordinate systems (4 weeks)**

**Authors:** Alice Delfino, Enrica Minetti, Lorenzo Caviglia, Elizabeth Coykendall Rice, Jennifer McDermott

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### Key & Related Concepts

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<thead>
<tr>
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<tbody>
<tr>
<td>Relationships</td>
<td>Mathematics</td>
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<tr>
<td>• Model</td>
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<tr>
<td>• Space</td>
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<tr>
<td>Individuals and societies: Geography</td>
<td></td>
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<tr>
<td>• Scale</td>
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</tbody>
</table>

### Global context

- **Orientation in space and time**
  - *Exploration to Develop:*
    - Scale, duration, frequency and variability
Statement of Inquiry:

Coordinate systems are a powerful tool that allow the human kind to better communicate positions in space.

Inquiry Questions:

F: How do we locate objects on a map?
F: How many informations do we need to find the exact position of an object on a 2 dimensional plane?
D: Why do we need to standardize coordinate systems?
C: Which pieces of information can we obtain from a position / time graph?

Mathematics

A: Knowing and understanding
  • I. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
D: Applying mathematics in real-life contexts
  • I. identify relevant elements of authentic real-life situations

Communication
I. Communication skills
  • Negotiate ideas and knowledge with peers and teachers

Learning Experiences:

At the start of the unit, a practical activity will be used to make students understand that to communicate effectively a certain level of negotiation is needed.

Self-management
III. Organization skills
  • Select and use technology effectively and productively

Learning Experiences:

During the projection of the ppt presentation, the teacher will explain and help students understanding when is important to take notes and when is more important to listen and understand. Students will learn to discern information.

MYP Assessment Criteria

Mathematics:
  • A: Knowing and understanding
  • D: Applying mathematics in real-life contexts

Knowledge and Skills

Coordinate systems, units, points, quadrants. Calculating the coordinates of points, applying simple transformations. Representing data and objects on the plane., The Cartesian Plane. Coordinate System to locate objects in space. Cartesian Graphs as representations of relationships between objects. Introduction (through experience) to Position / Time Graphs. Reading and producing P-T Graphs.

UNIT 3 Discovering the Middle East & Expo 2017
(7 weeks (14 hours))
Authors: Elizabeth Coykendall Rice

Key Concepts

Communities

Related Concepts

Individuals and societies: Geography
  • Culture

Global context

Identities and relationships
Unit Title

Conceptual Understanding
The Middle East is an area rich in diverse cultures and communities despite our stereotypic understanding of the region.

Statement of Inquiry:
The Middle East has played an important role in the past and continues to be important in our world, so how can I better understand the people and culture of the Middle East.

Inquiry Questions:
F: What countries make up the Middle East?
C: What are the various cultures and peoples of the Middle East?
D: How do the stereotypic ideas of the Middle East and its people and culture inhibit our understanding of this important area?

ATL

Social
II. Collaboration skills
• Practise empathy

Thinking
VIII. Critical thinking skills
• Recognise unstated assumptions and bias
X. Transfer skills
• Inquire in different contexts to gain a different perspective

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills
Physical geography of the Middle East
Human geography of the Middle East
Resources in the Middle East
Religion in the Middle East
Role of women
Growth of terrorism
Stereotypes and biases
Expo 2017
Middle Eastern countries

Pythagora's theorem (4 weeks)
Authors: Enrica Minetti, Lorenzo Caviglia, Elizabeth Coykendall Rice, Jennifer McDermott

Key Concepts
Logic

Related Concepts
Mathematics
• Justification
• Measurement
Individuals and societies: Geography
• Scale

Global context
Scientific and technical innovation
Exploration to Develop:
Mathematical puzzles, principles and discoveries

Conceptual Understanding

Statement of Inquiry:
The relationship between the measures of a right triangle is modelized by Pythagora's Theorem.

Inquiry Questions:
F : What is a right angle?
Unit Title

C: Which unique properties do right triangles have?
D: Does Pythagora’s Theorem apply on large-scale maps?

Mathematics
A: Knowing and understanding
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

D: Applying mathematics in real-life contexts
- v. explain whether a solution makes sense in the context of the authentic real-life situation.

ATL

Thinking
VIII. Critical thinking skills
- Recognise and evaluate propositions
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Use models and simulations to explore complex systems and issues

Self-management

MYP Assessment Criteria

Interdisciplinary:
- B: Synthesizing

Mathematics:
- A: Knowing and understanding

Knowledge and Skills
Pythagora’s Theorem. Applications of the Theorem in real-life context. Issues with its application on large-scale maps.

MYP1: ENG. UNIT 3 Change and Consequences
(12 weeks (45 hours))
Authors: Mark Ebury, ManageBac Support, Carole Stansfeld

Key Concepts
Change

Key & Related Concepts

Related Concepts
- Language acquisition: Phases 1-2
  - Conventions
  - Meaning
- Language acquisition: Phases 3-4
  - Conventions
  - Meaning
- Individuals and societies: Geography
  - Causality (cause and consequence)

Globalization and sustainability
English: Man’s interaction with nature and environment; literature as a way to see our interconnectedness; tensions in communities

Exploration to Develop:
Human impact on the environment

Conceptual Understanding
In English grammar, students need to be able to express the possible consequences of human actions and reactions and be able to describe these transformations and communicate them through the correct usage of verb tenses.
In Literature, students need to be able to express possible consequences of characters in two novels, Holes by Louis Sachar and Trash by Andy Mulligan, to help them better understand choices and decisions, also for their own lives.

In Geography, what are the relationships between Man and Nature and what are the consequences of this interaction and exchange, both in its positive and negative consequences.

**Statement of Inquiry:**

This unit focuses on the theme of change and consequences, tying in nicely with the three books chosen: "Holes" and "A Long Walk to Water" and "The Green Bicycle" and explores the role change and consequence have in the literature studied and in our world.

**Inquiry Questions:**

D: If is the biggest word in English. Learning to express "what happens if" opens up a world of opportunities to students to express themselves in various disciplines.: If is connected to probability but no one knows the future so if statements can never be proven

P: knowledge of conditional tenses; : How do I express 'what happens if...' in the English language?

D: How can I talk/write about how character’s change due to actions in the text? How does the interconnectedness of the characters’ lives affect the community and society?

C: How can I express consequences and the impact of man on his environment?

**Language acquisition**

B: Comprehending written and visual text

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing

C: Communicating in response to spoken and/or written and/or visual text

- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

D: Using language in spoken and/or written form

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices

**ATL**

**Individuals and societies**

A: Knowing and understanding
- i. use a range of terminology in context

C: Communicating
- i. communicate information and ideas in a way that is appropriate for the audience and purpose

Communication

I. Communication skills
- Use a variety of speaking techniques to communicate with a variety of audiences
- Read critically and for comprehension

**MYP Assessment Criteria**

Interdisciplinary:
- A: Disciplinary grounding

Language acquisition:
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Individuals and societies:
- A: Knowing and understanding
- B: Investigating
- C: Communicating
Knowledge and Skills

English B Literature Reading • Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text • Deduce, infer or interpret information, events or ideas from texts • Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level • Explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level • Identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader • Relate texts to their social, cultural and historical traditions Speaking and listening • Talking with others • Talking within role-play and drama Writing • Write imaginative, interesting and thoughtful texts • Produce texts which are appropriate to task, reader and purpose • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Construct paragraphs and essays and use cohesion within and between paragraphs • Vary sentences for clarity, purpose and effect

UNIT FOUR Global Issues and human geography: focus on Africa (8 weeks (16 hours))
Authors: Elizabeth Coykendall Rice

Key & Related Concepts

Key Concepts
Global interaction

Related Concepts
Individuals and societies: Geography
• Disparity and equity

Global context
Fairness and development

Conceptual Understanding
Focusing particularly on Africa, how does man live on the Earth and what disparities and global interactions exist.

Statement of Inquiry:
What are the relationships and consequences of our human interactions, looking particularly at the continent of Africa?

Inquiry Questions:
F : What are the countries and regions of Africa?
D : How has globalization hurt or helped Africa?
C : What are the issues facing Africa as a continent and particular nations of Africa?

ATL

Communication
I. Communication skills
• Use intercultural understanding to interpret communication

Social
II. Collaboration skills
• Manage and resolve conflict and work collaboratively in teams
• Listen actively to other perspectives and ideas

Research
VI. Information literacy skills
• Make connections between various sources of information
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically
Unit Title

Knowledge and Skills

- Understand the physical geography of Africa
- Challenges facing Africa
- Regions of Africa based on climate and vegetation zones
- Global issues which affect Africa and its people
- Immigration/migration issues

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Humanities (MYP 2)

Unit Title

Class systems, repression and Revolution (we change so that nothing changes)
(9 weeks (72 hours))
Authors: Cinzia Rodino

Key & Related Concepts

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Change</td>
<td>Individuals and societies</td>
</tr>
<tr>
<td>Relationships</td>
<td>Innovation and revolution</td>
</tr>
</tbody>
</table>

Global context

- Fairness and development
  - Exploration to Develop:
    - Inequality, difference and inclusion

Conceptual Understanding

Students should be able to understand how people naturally chose to create a system in which there were rich and poor. The losers and the winners. Feudal system, power struggle between church and government how this is still going on today. What constitutes a revolution? what are the elements that are required? Why did they fail and what did they obtain

Statement of Inquiry:

Inquiry Questions:

- C: Understanding and evaluating causes that brought about change in our society

---

The life of imagination Middle Ages to Renaissance
(10 weeks (19 hours))
Authors: Cinzia Rodino

Key & Related Concepts

<table>
<thead>
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<tbody>
<tr>
<td>Global interaction</td>
<td>Individuals and societies</td>
</tr>
<tr>
<td></td>
<td>Perspective</td>
</tr>
</tbody>
</table>

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:
Unit Title

C: Renaissance in Italy vs Renaissance in the Rest of Europe main events and facts? are there any differences?
F: Renaissance (when did it start, where and why there?)
D: What is the nature of a Genius? who is a genius? why?
C: • Crusades (why did people go on crusades, how did crusades contribute to beginning of Renaissance?)

Communication
I. Communication skills
• Negotiate ideas and knowledge with peers and teachers
• Collaborate with peers and experts using a variety of digital environments and media
• Share ideas with multiple audiences using a variety of digital environments and media

Social
II. Collaboration skills
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one’s own actions
• Manage and resolve conflict and work collaboratively in teams
• Make fair and equitable decisions
• Listen actively to other perspectives and ideas

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Use memory techniques to develop long-term memory

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Consider ideas from multiple perspectives

ATL

MYP Assessment Criteria

Knowledge and Skills
Scientific and technologival innovation. Students will explore the natural world and its laws, the interaction between people and the natural world, how humans use their understanding of scientific principles, the impact of scientific principles, the impact of scientific and technological advances on communities and environments, the impact of environments on human activity, how humans adapt environments to their needs AND What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend an enjoy our creativity, our appreciation of the aesthetic, Develop a relevant conclusion with appropriate evidence

Author: Cinzia Rodino
Unit Title

Change
Systems

Individuals and societies
• Power

Global context
Globalization and sustainability

Conceptual Understanding

Statement of Inquiry:

In space and time the power of Monarchs has modified their relationship with their subjects according to specific causality.

Inquiry Questions:

P: What are the different kinds of Monarchies throughout time (The Normans and Tudors and Stuart)

C: What impact do different kinds of monarchies had in different societies

D: What are the positive and negative aspects of concentrating all power in the hands of one person?

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

Kings, Queens and types of Governance
(10 weeks (50 hours))
Authors: Cinzia Rodino

Key & Related Concepts

Key Concepts
• Relationships
• Systems

Related Concepts
• Individuals and societies
• Causality (cause and consequence)
• Power

Global context
Exploration to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

Innovation, freedom does it necessarily bring about revolution?

Communication

I. Communication skills
• Use a variety of media to communicate with a range of audiences
• Share ideas with multiple audiences using a variety of digital environments and media
• Read a variety of sources for information and for pleasure
• Paraphrase accurately and concisely
• Make effective summary notes for studying

Learning Experiences:
via what I have observed it suits my students if I introduce a new unit and then ask them to find interesting ways to present it to the class. this way students become curious about the subject we are studying and get other pupils involved in finding new and different aspects. The product should be a class puzzle.

- **Social**
- **Self-management**
- **Research**
- **Thinking**

- **Individuals and societies**
  - **D: Thinking critically**
    - i. analyse concepts, issues, models, visual representation and/or theories

- **Communication**
  - **I. Communication skills**
    - Give and receive meaningful feedback
    - Use a variety of media to communicate with a range of audiences
    - Read critically and for comprehension

**Learning Experiences:**

Students will in time learn to listen but most of all to be self critical with their work. This will be seen via the constant use of a rough draft and then a good copy. The rough draft should be seen as an editing tool just like a perfect computer.

**MYP Assessment Criteria**

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>A: Knowing and understanding, D: Thinking critically</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYP2 Henry viii, Reinasence, Francis Drake and his explorations, The Globe theatre, Elizabeth.</td>
<td>be able to define push and pull factors, why did people go to England, what were they looking for, why do we migrate, acquire new vocabulary based on the story of the Battle Hastings. How did William and his heirs extend their power, Students should be able to understand the importance of Henry VIII and his way of Reforming the Church. What were his true motives? were they as noble as Martin Luther?, MYP1 Why people migrated to England, The Battle of Hastings, How William took control of England</td>
</tr>
</tbody>
</table>

**Understanding Our World-Knowing our World and its systems (8 weeks (16 hours))**

*Authors:* Elizabeth Coykendall Rice

**Power and Revolutions (10 weeks (20 hours))**

*Authors:* Cinzia Rodino

<table>
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</tr>
<tr>
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<td>• Innovation and revolution</td>
</tr>
</tbody>
</table>

**Global context**

- **Identities and relationships**
Unit Title

**Exploration to Develop:**
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

### Conceptual Understanding

**Statement of Inquiry:**
Revolutions bring change, through a particular causality, that shape new identities and relationships

**Inquiry Questions:**
- F: Which were the most important Revolutions of the period you are studying?
- C: What are the various, long term and short term causes of these Revolution,
- D: To what extent do Revolutions bring factual change?

### ATL

**MYP Assessment Criteria**

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

**Knowledge and Skills**


### Age of New discoveries and explorations (9 weeks (20 hours))

**Authors:** Cinzia Rodino

### Key & Related Concepts

**Key Concepts**
- Communities
- Time, place and space

**Related Concepts**
- Individuals and societies
  - Culture

### Global context

**Fairness and development**

### Conceptual Understanding

**Statement of Inquiry:**
European discovery or destruction?

**Inquiry Questions:**
- F: why do we define this period the age of discoveries?
- C: What were the causes that brought countries to expand?
- D: Is expansion really positive?

### Communication

**Learning Experiences:**
- students acquire the skills necessary to conduct inquiry
- they explore concepts, ideas, and issues that have local or global significance
- they work collaboratively
- they act with honesty
Unit Title

Self-management
Research

MYP Assessment Criteria

Knowledge and Skills
discuss how in the 15th century Europeans began to explore the world - explain how European expansion affected Africa with the dramatic increase of the slave trade - relate how the arrival of the Europeans greatly affected Malay and southeast Asia.

The Tudors, Henry the VIII, Elizabeth the First (4 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills
Knowledge & Skills TBD

Eras in time MYP 2 2016/17
(12 weeks (50 hours))
Authors: Katherine Terlato, Chiara Lanciano, Mark Ebury, Elizabeth Coykendall Rice

Key Concepts

- Change

Related Concepts

- Language acquisition: Phases 1-2
  - Conventions
  - Form
  - Purpose
- Language and literature
  - Context
  - Setting
  - Structure
- Individuals and societies
  - Power
- Arts: Visual arts
  - Boundaries
  - Composition

Global context

- English: In art students will not only learn how to draw the human body in the correct proportion, but also study the aesthetics of
- Humanities: The way the Medici’s and other monarchs during this historical period communicated and exerted their power
- French: Les us et coutumes vestimentaires des hommes et des femmes sous la Renaissance en France
- Exploration to Develop: Artistry, craft, creation, beauty

Conceptual Understanding

- ENGLISH: Comparisons of different eras in time (how things used to be, new inventions, changes)
- ARTS
• The importance of proportion and measurement when drawing the human body.
• Understanding the history of the Early Renaissance and its impact on society (growth of culture, expansion of the arts, development of the country of Italy)
• The understanding of historical context when designing costumes
• the steps involved in drawing a human body in correct proportion
• INDIVIDUALS AND SOCIETIES
• Who was the Renaissance Man? The Medici family its approach to power compared to Henry the VIII (Macchiavelli the Prince and Thomas More Utopia).
• FRENCH
• Les vêtements de la Renaissance en France et les vêtements d’aujourd’hui: comment ont-ils évolué?
• Travaux pratiques: dessiner des vêtements sur une silhouette en respectant les proportions du corps humain

Statement of Inquiry:
The changes that take place in societies and cultures due to innovation and progression in politics, art, science and academic study influence eras in time.

Inquiry Questions:
F: How do changes in time impact on society, culture and the arts?
D: each era connects to another: To what extent are societies products of the time in which they live?
C: Time is a continuum with each era effecting another: In what ways could we make use of innovations from different periods of time?

Individuals and societies
A: Knowing and understanding
  • ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
B: Investigating
  • ii. formulate and follow an action plan to investigate a research question

Communication
I. Communication skills
  • Use a variety of media to communicate with a range of audiences
  • Participate in, and contribute to, digital social media networks
  • Collaborate with peers and experts using a variety of digital environments and media
  • Share ideas with multiple audiences using a variety of digital environments and media

Learning Experiences:
Students will learn via other students and our school site how to research and use sources. They will enjoy the idea of filling in the gaps

Thinking
VIII. Critical thinking skills
  • Practise observing carefully in order to recognise problems

Learning Experiences:
• Students encouraged to analyse their work and compare symmetry in design.
• Comparison of first drafts and last drafts in order for students to compare mistakes and improvements.
• Study of perspective and the invention of.
• Theory of the early Renaissance that involved developing the human form in painting to be more three dimensional
Students will be encouraged to see different points of view. What is Renaissance in History, who were the main players and what did they do (positive and negative aspects)

MYP Assessment Criteria
Interdisciplinary:
• A: Disciplinary grounding
Unit Title

Arts:
• A: Knowing and understanding
• B: Developing skills
• D: Responding

Individuals and societies:
• A: Knowing and understanding
• B: Investigating
• C: Communicating

Knowledge and Skills
Skills in measurement and knowledge of the correct instruments to use to achieve the result required. Basics in proportion and use of colour (to be developed during this unit), Knowledge & Skills TBD, Lexique des vêtements, Students will be guided into understanding the basics of What happened in the 1500 Hundreds. The students were introduced to research who was Macchiavelli and his famous book, and Thomas More "Utopia". This should have helped them to further develop their understanding of what is thinking critically into practice.

Project Genoa
(7 weeks (50 hours))
Authors: Cinzia Rodino

Key Concepts
Global interaction
Perspective

Orientation in space and time
Exploration to Develop:
Natural and human landscapes and resources

Globalization and sustainability

Conceptual Understanding
Different perspectives often lead to multiple representation and interpretations and how these connect to our environment

Statement of Inquiry:
How is everything connected in our city Genoa, are we globalized enough. Does landscape interfere or enhance our environment. Who is the Genovese?

Inquiry Questions:
D: Could we re-launch Genoa knowing that big hindrance are dcountry is the laissez faire attitude of the people

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use a variety of media to communicate with a range of audiences
• Read a variety of sources for information and for pleasure
• Paraphrase accurately and concisely

Learning Experiences:
Many students just saw it as a way to make Genoa beautiful. They were negative and thought that nothing could ever change

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically
Knowing your environment, understanding the main driving forces acting within it. Knowing its past, reflecting on possible actions, students will be using different a.tls plus their neighbourhood research to gather a clearer picture. Some will interview different age groups connected to lower and upper. Students will be asked to research their area, interviewing shop keepers, family members, observing the different styles of architecture. How does the land effect our housing? Genoa is a port town is it truly multicultural? are we open to change? who is not open to change and why?, They are going to use their prior knowledge acquired in school. They will observe and use different a.t.l. The students will be asked to provide solutions to how to make Genoa a place to stay and live prosperously.

**the French Revolution (5 weeks)**

*Authors: Cinzia Rodino*

## Conceptual Understanding

### ATL

## MYP Assessment Criteria

### Knowledge and Skills

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**The Industrial Revolution**

*(10 weeks (14 hours))*

*Authors: Cinzia Rodino*

### Key Concepts

- **Change**

### Related Concepts

- Individuals and societies
  - Causality (cause and consequence)
  - Innovation and revolution
  - Perspective

### Global context

- Scientific and technical innovation

## Conceptual Understanding

### Statement of Inquiry:

Economic changes always have an impact on the way of life of different social groups and their mutual interactions

### Inquiry Questions:

- **F**: How has technology changed the way in which we produce our goods?
- **C**: How does Industrialization introduce changes in a social structure?
- **D**: Does change mean progress for everybody?

### ATL

- **Communication**
  - I. Communication skills
    - Give and receive meaningful feedback

- **Self-management**
  - III. Organization skills
    - Create plans to prepare for summative assessments (examinations and performances)

- **Research**
  - VI. Information literacy skills
    - Make connections between various sources of information
    - Present information in a variety of formats and platforms
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Evaluate evidence and arguments

MYP Assessment Criteria

Individuals and societies:
• A: Knowing and understanding
• C: Communicating
• D: Thinking critically

Knowledge and Skills


FAMILY CONSTELLATIONS
(5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

Communication
I. Communication skills
• Use a variety of media to communicate with a range of audiences
• Read a variety of sources for information and for pleasure

Learning Experiences:
They learned the main elements of Communism, fascism, colonialism, dictatorship, First World War, Second and Cold War

Social
II. Collaboration skills
• Practise empathy
• Encourage others to contribute
• Give and receive meaningful feedback

ATL
Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines

IV. Affective skills
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Try new ATL skills and evaluate their effectiveness
• Consider ATL skills development
- How can I share my skills to help peers who need more practice?

Research

VI. Information literacy skills
- Collect, record and verify data
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions

VII. Media literacy skills
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

VIII. Critical thinking skills
- Draw reasonable conclusions and generalizations

IX. Creative thinking skills
- Make unexpected or unusual connections between objects and/or ideas

Learning Experiences:
Many of my students enjoyed learning about their past. Others loved sharing bits of their history that were not so glamorous. They started becoming more reflective and understanding of each other

Other
Learning Experiences:
visits, theatre, museums, whale watching, fishing. Scuba diving

MYP Assessment Criteria

Knowledge and Skills
Research based on family interviews, followed by an internet research. Research their family history via interviews, internet, videos, pictures, books but most of all time spent talking with their families, Talk to their family members, gather information via internet, photographs, and videos

End of Year Test (5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

End of year Test (5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills
Reflected on the two projects
ATL; Relauch Genoa and Family Constellation (1 week)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Physical and health education (MYP 3)

Unit Title

MYP1to5- UNIT1 Performance tests (2 weeks (8 hours))
Authors: Paola Taddei

Key Concepts
- Change
- Development

Related Concepts
- Physical and health education
  - Adaptation
  - Energy
  - Movement

Identities and relationships
are my wellness and fitness good enough

Global context

- Exploration to Develop:
  Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding
Enhance our performance and improve our level of fitness by knowing our body.

Statement of Inquiry:

athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy

Inquiry Questions:

F : How can I improve my level of fitness
C : How can I know what is the best type of exercise for me
Unit Title

D: Is an healthy life style the solution for a better way of life

Physical and health education

B: Planning for performance
- design, explain and justify plans to improve physical performance and health.

C: Applying and performing
- demonstrate and apply a range of skills and techniques effectively.
- demonstrate and apply a range of strategies and movement concepts.
- analyse and apply information to perform effectively.

Communication

I. Communication skills
- Give and receive meaningful feedback

Learning Experiences:
Discussing with the class the reason why we're doing certain exercises. Showing them the exactly way to do an exercise.

Research

VI. Information literacy skills
- Collect, record and verify data

MYP Assessment Criteria
B: Planning for performance, C: Applying and performing

Knowledge and Skills
Knowledge & Skills TBD

MYP3- UNIT2- THE ANATOMY OF MOVEMENT
(12 weeks (24 hours))
Authors: Paola Taddei

Key Concepts
- Change
- Connections

Related Concepts
- Physical and health education
  - Adaptation
  - Energy
  - Movement

Identities and relationships

Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices
Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Conceptual Understanding
Can I treat better my body knowing better how does it work?

Statement of Inquiry:
KNOWING THE HUMAN BODY THROUGH MOVEMENT

Inquiry Questions:
F: How to know muscles and bones?
C: How muscle and bones are working together
D: How can I know if I am training in the right way?
A: Knowing and understanding
- apply physical and health terminology effectively to communicate understanding.

B: Planning for performance
- design, explain and justify plans to improve physical performance and health.

C: Applying and performing
- analyse and apply information to perform effectively.

D: Reflecting and improving performance
- analyse and evaluate performance.

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use a variety of media to communicate with a range of audiences
- Structure information in summaries, essays and reports

Self-management
III. Organization skills
- Bring necessary equipment and supplies to class

IV. Affective skills
- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
- Self-motivation
  - Practise positive thinking

V. Reflection skills
- Consider personal learning strategies
  - What factors are important for helping me learn well?

Thinking
VIII. Critical thinking skills
- Propose and evaluate a variety of solutions
IX. Creative thinking skills
- Create novel solutions to authentic problems
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

MYP Assessment Criteria
A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance

Knowledge and Skills
knowing muscles and bones and how they work together students will understand better how to move their bodies and how to work out at their best

MYP3-UNIT3- TEAM' SPORTS
(20 weeks)
Authors: Paola Taddei

Key Concepts
Communities
Relationships

Related Concepts
Physical and health education
- Adaptation
- Energy
- Movement

Global context
Fairness and development

Conceptual Understanding

Statement of Inquiry:
Inquiry Questions:
Unit Title

F: What physical skills are required to participate in a game of basketball appropriately?
C: How does sharing the ball contribute to a team's success?
D: Is it better to have the best player or a balanced, happy team?

MYP Assessment Criteria
B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance

Knowledge and Skills

Migration and sports
9 weeks (18 hours)
Authors: Paola Taddei

Key Concepts
- Change
- Communities
- Connections
- Global interaction
- Relationships
- Time, place and space

Related Concepts
- Physical and health education
  - Adaptation
  - Interaction
  - Movement

Key & Related Concepts

Identities and relationships
- Exploration to Develop:
  Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Orientation in space and time
- Exploration to Develop:
  Epochs, eras, turning points and "big history"

Globalization and sustainability
- Exploration to Develop:
  Commonality, diversity and interconnection

Global context

Conceptual Understanding
Sports can help us to know different worlds and people and ways to live

Statement of Inquiry
Sports help us knowing different cultures

Inquiry Questions:
D: How certain sports are famous in certain countries and not in others?
D: Is the role of sport important during a war period? Why?
F: When did the female sport become appreciated as the male one?

ATL

Communication
I. Communication skills
- Use a variety of media to communicate with a range of audiences
- Read a variety of sources for information and for pleasure
Unit Title

• Take effective notes in class
• Use a variety of organizers for academic writing tasks
• Structure information in summaries, essays and reports

Social
II. Collaboration skills
• Delegate and share responsibility for decision-making
• Manage and resolve conflict and work collaboratively in teams

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines

Research
VI. Information literacy skills
• Access information to be informed and inform others
• Present information in a variety of formats and platforms

VII. Media literacy skills
• Make informed choices about personal viewing experiences
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking
IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills
• Make connections between subject groups and disciplines

MYP Assessment Criteria

Interdisciplinary:
• A: Disciplinary grounding
• D: Reflecting

Physical and health education:
• A: Knowing and understanding
• D: Reflecting and improving performance

Knowledge and Skills
the student will learn different sports and cultures by playing uncommon sports

Mathematics (MYP 3)

Unit Title

Numbers: number sets; significant figures, roundings, scientific notation
(5 weeks (20 hours))
Authors: Enrica Minetti

Key Concepts

Logic

Related Concepts

Mathematics
• Change
• Equivalence
• Quantity
• Simplification

Identities and relationships

Exploration to Develop:
Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Orientation in space and time
Unit Title: Exploration to Develop: Scale, duration, frequency and variability

Conceptual Understanding: For how many seconds have you been living now and why aren't you able to state it exactly?

Statement of Inquiry:
The concepts of number and number sets are abstract, but they can be expressed in different forms, to help us express relationship between things.

Inquiry Questions:
Q: For how many seconds have you been living now and why aren't you able to state it exactly?

ATL Mathematics
A: Knowing and understanding
• i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

ATL Communication
I. Communication skills
• Use and interpret a range of discipline-specific terms and symbols

ATL Self-management
III. Organization skills
• Keep and use a weekly planner for assignments

MYP Assessment Criteria
A: Knowing and understanding, C: Communicating

Knowledge and Skills: Operations with numbers in different forms/notations. The ability to abstract a problem and transform it into a formula/equation to be solved.

Equations (7 weeks (28 hours))
Authors: Enrica Minetti, Alberto Damiano, Giacomo Dolcetto

Key & Related Concepts
Key Concepts
• Identity
• Logic

Related Concepts
• Mathematics
• Equivalence
• Generalization
• Justification
• Model
• Representation

Global context: Scientific and technical innovation

Exploration to Develop: Systems, models, methods; products, processes and solutions

Conceptual Understanding: Quantities are related to each other. If we know this relation, we can use it to find something that is missing in the picture.

Statement of Inquiry:
Equivalences, or inequalities, are a form of representation used to describe the relationships between quantities. (In)equations are used to determine some of these.
quantities when we do not know their value in specific situations, to create mathematical
models of the real world using technology, and to justify logically what we observe in real
life applications.

Inquiry Questions:

C Quantifying the world: How can we represent the world around us using mathematical
quantities and their relationships?

F Modelling problems with equations: Can we use algebra to model a real situation and
find a solution to a problem?

D Reflecting on the mathematics around us: Is it possible to translate into mathematics
every problem we encounter?

Mathematics
A: Knowing and understanding
   • i. select appropriate mathematics when solving problems in both familiar and
     unfamiliar situations

C: Communicating
   • i. use appropriate mathematical language (notation, symbols and terminology) in
     both oral and written explanations

Communication
I. Communication skills
   • Read critically and for comprehension
   • Make inferences and draw conclusions
   • Use and interpret a range of discipline-specific terms and symbols
   • Understand and use mathematical notation
   • Take effective notes in class
   • Organize and depict information logically

Learning Experiences:

Students must show that they understand the logical steps they make when solving an
equation, by explicitly writing down next to each step a brief description of what they
are doing. This is new or challenging to most of the students in the class.

Social
II. Collaboration skills
   • Manage and resolve conflict and work collaboratively in teams

ATL
Self-management
III. Organization skills
   • Create plans to prepare for summative assessments (examinations and
     performances)
   • Set goals that are challenging and realistic
   • Keep an organized and logical system of information files/notebooks

IV. Affective skills
   • Mindfulness
     - Practise focus and concentration
   • Perseverance
     - Demonstrate persistence and perseverance
   • Self-motivation
     - Practise analysing and attributing causes for failure
   • Resilience
     - Practise “failing well”

V. Reflection skills
   • Develop new skills, techniques and strategies for effective learning
   • Consider content
     - What don’t I yet understand?
   • Consider ATL skills development
     - How can I share my skills to help peers who need more practice?
   • Consider personal learning strategies
     - What can I do to become a more efficient and effective learner?
Unit Title

- Focus on the process of creating by imitating the work of others

Learning Experiences:

When making calculation mistakes, students are asked to note down on their journal what type of mistake(s) they do more often, to try to avoid them in the future.

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Test generalizations and conclusions

IX. Creative thinking skills
- Consider multiple alternatives, including those that might be unlikely or impossible

X. Transfer skills
- Apply skills and knowledge in unfamiliar situations

Learning Experiences:

By working in gourps, students have explored different approaches and techniques, and have been pushed to reflect on other people’s work and strategies to improve their own method(s).

MYP Assessment Criteria

Interdisciplinary:
- D: Reflecting

Mathematics:
- A: Knowing and understanding
- C: Communicating
- D: Applying mathematics in real-life contexts

Knowledge and Skills

Solutions of linear equations and of linear inequalities., Translating a real life problem from words into an equation or an inequality., basic algebraic manipulation of simple polynomials with integer or rational coefficients

2D Geometry: circles
(7 weeks (20 hours))
Authors: Enrica Minetti

Key & Related Concepts

Key Concepts
- Form

Related Concepts
- Mathematics
  - Measurement
  - Representation

Scientific and technical innovation

Exploration to Develop:
Mathematical puzzles, principles and discoveries

Global context

Conceptual Understanding

the form of a circle is represented as polygon with an infinite number of sides and pi has been invented to represent the measure of a circumference based on its diameter.

Statement of Inquiry:

the form of a circle is represented as polygon with an infinite number of sides and pi has been invented to represent the measure of a circumference based on its diameter, irrationality of pi: it’s not a fraction! better to approximate or calculate exactly, using calculators?

Inquiry Questions:

C: is the circle a polygon?
F: what is the relationship between a circumference and its diameter
Unit Title

**D**: how can we represent a circle starting from a polygon

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**Mathematics**

**A: Knowing and understanding**
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

**B: Investigating patterns**
- ii. describe patterns as relationships and/or general rules consistent with findings

**C: Communicating**
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

**D: Applying mathematics in real-life contexts**
- iii. apply the selected mathematical strategies successfully to reach a solution

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**Research**

**VI. Information literacy skills**
- Access information to be informed and inform others
- Make connections between various sources of information

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**MYP Assessment Criteria**

**A: Knowing and understanding, B: Investigating patterns, D: Applying mathematics in real-life contexts**

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**Knowledge and Skills**

Length of a circumference. Area of a circle.

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coordinates (5 weeks (20 hours))

**Authors**: Enrica Minetti

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**Key Concepts**

- Relationships

**Related Concepts**

- **Mathematics**
  - Model
  - Space

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**Global context**

- **Orientation in space and time**

  *Exploration to Develop:*
  
  Natural and human landscapes and resources

---

**Conceptual Understanding**

**Statement of Inquiry:**

Coordinate systems are a powerful tool that allow the human kind to better communicate positions in space.

**Inquiry Questions:**

- **F**: Where are things around us?
- **C**: How can we locate precisely objects in space?
- **D**: Why do we need to standardize coordinate systems?

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**Mathematics**

**A: Knowing and understanding**
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- iii. solve problems correctly in a variety of contexts

**B: Investigating patterns**
- i. select and apply mathematical problem-solving techniques to discover complex patterns
Unit Title

C: Communicating
• ii. use appropriate forms of mathematical representation to present information

D: Applying mathematics in real-life contexts
• ii. select appropriate mathematical strategies when solving authentic real-life situations

Communication
I. Communication skills
• Read a variety of sources for information and for pleasure
• Take effective notes in class

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Select and use technology effectively and productively

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating patterns, C: Communicating, D: Applying mathematics in real-life contexts

Knowledge and Skills: • Setting up equations to model a problem, then solving them with algebraic techniques • Formulae for the areas of triangles and quadrilaterals. Decomposition of complicated shapes into simple ones. • Reflection on the properties of right triangles (Pythagoras’ theorem mostly) • Midpoint and distance formula • Equation of a line: how to draw the graph, find some points, check if the line passes through a given point, and interpret geometrically the slope and the cutoff.

I am the teacher
(7 weeks (10 hours))
Authors: Enrica Minetti

Key & Related Concepts

Key Concepts
Communication

Related Concepts
Mathematics
• Justification

Global context
Exploration to Develop:
Competition and cooperation; teams, affiliation and leadership

Conceptual Understanding
How can I communicate and Justify my knowledge

Statement of Inquiry:
How can I share my knowledge?

Inquiry Questions:
The students should know to share their knowledge: How can I explain things?

Mathematics
C: Communicating
• iv. communicate complete and coherent mathematical lines of reasoning
• v. organize information using a logical structure.

Communication
I. Communication skills
• Use a variety of media to communicate with a range of audiences
• Collaborate with peers and experts using a variety of digital environments and media
• Read critically and for comprehension
solid shapes (6 weeks)
Authors: Enrica Minetti

Key & Related Concepts
- Form
- Logic
- Mathematics
  - Measurement
  - Model

Global context
- Orientation in space and time

Conceptual Understanding
Measure of tridimensional forms. Representing models

Statement of Inquiry:
Understanding tridimensional shapes

Inquiry Questions:
1. How can I understand and draw a tridimensional shape on a bidimensional plane: how can I understand and draw a tridimensional shape on a bidimensional plane

MYP Assessment Criteria
A: Knowing and understanding, D: Applying mathematics in real-life contexts

Design (MYP 3)

Unit Title
MYP3 Design Unit 1: Technical drawing development.
24 weeks (36 hours)
Authors: Nicola Roccatagliata, Alberto Damiano

Key & Related Concepts
- Aesthetics
- Design
  - Form
  - Function
  - Perspective

Global context
- Personal and cultural expression
  - Exploration to Develop:
    Artistry, craft, creation, beauty

Conceptual Understanding
Through the correct use of technical drawing material, students can achieve self management and precision in creating the task “creating the solution”. Technical drawing is the expression of a precise geometrical idea, translated on the paper.
Statement of Inquiry:
The use of technical drawing as a way to express and to create a solution.

Inquiry Questions:
F: How is possible to manage the use of technical drawing to express precise ideas and plans.
C: How can technical drawing construct an approach based on the precision.
D: Is technical drawing made by hands something that still today is useful or only technical drawing made with CAD matters?

Communication
I. Communication skills
   - Make inferences and draw conclusions

Self-management
III. Organization skills
   - Plan short- and long-term assignments; meet deadlines
   - Plan strategies and take action to achieve personal and academic goals
   - Bring necessary equipment and supplies to class

IV. Affective skills
   - Mindfulness
     - Practise focus and concentration
   - Perseverance
     - Demonstrate persistence and perseverance

V. Reflection skills
   - Focus on the process of creating by imitating the work of others

Thinking
VIII. Critical thinking skills
   - Practise observing carefully in order to recognise problems

IX. Creative thinking skills
   - Create original works and ideas; use existing works and ideas in new ways

MYP Assessment Criteria
Knowledge and Skills
Students learn how to use technical drawing material to create the correct solution for geometry. Students manage to use rulers and compass in order to achieve results for the construction of geometrical and technical drawings.

MYP3 Design Unit 2: Different forms of energy
(24 weeks (30 hours))
Authors: Nicola Roccatagliata, Alice Delfino

Key Concepts
- Development
- Systems

Related Concepts
- Design
  - Innovation
  - Sustainability

Scientific and technical innovation
- Exploration to Develop: Adaptation, ingenuity and progress

Globalization and sustainability
- Exploration to Develop: Human impact on the environment
Understanding different forms of energy and how they are generated is crucial not only as students but also as citizens of the world. A consciousness about sustainable forms of energy and how innovation could be the key to the energy for the future are the keys of this unit.

Statement of Inquiry:
Knowing the different and most diffused forms of energy

Inquiry Questions:
- **F**: What are the most diffused ways to generate energy?
- **D**: Is it possible for an entire country to supply its energy needs only using sustainable energy?
- **C**: How a consciousness about energy and how to use it can become a key for innovation?

Research

VI. Information literacy skills
- Collect, record and verify data
- Access information to be informed and inform others

VII. Media literacy skills
- Seek a range of perspectives from multiple and varied sources

Thinking

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries

Social

MYP Assessment Criteria

- **Design**:
  - A: Inquiring and analysing
  - D: Evaluating

Knowledge and Skills

With the support of different PDF presentations and frontal lessons, students acquire knowledge about the different ways to obtain energy in the world. They get to know the differences between renewable energy and non-renewable energy, learn the features of the most important forms of energy and how to obtain them and develop a critical thinking about the sustainability or less of defined forms of energy.

MYP 3 Sciences Unit 2: Electricity and energy (4 weeks (12 hours))
**Authors**: Alice Delfino

Key Concepts

- Relationships

Related Concepts

- Sciences
  - Interaction
  - Patterns

Global context

- Scientific and technical innovation
  - Exploration to Develop:
    - Modernization, industrialization and engineering

Conceptual Understanding

- Relationships between interacting bodies can be represented by non contact forces which can be detected through hidden patterns.

Statement of Inquiry

Statement of Inquiry:
Relationships between interacting bodies can be represented by non-contact forces which can be detected through hidden patterns, letting electromagnetism be one of the most powerful discovery and boost of new technologies development from the nineteenth century to now.

Inquiry Questions:
- **F**: Charge: What’s a positive and a negative charge?
- **F**: What type of energies do you know?
- **C**: Attraction: How can you describe the interaction between positive and negative charge?
- **D**: How many different ideas of energy are used in everyday life? What do they have in common and why?

**Sciences**

**A: Knowing and understanding**
- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

**Research**

**VI. Information literacy skills**
- Collect, record and verify data
- Access information to be informed and inform others
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems

**VII. Media literacy skills**
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**Thinking**

**VIII. Critical thinking skills**
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Interpret data
- Test generalizations and conclusions
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries

**X. Transfer skills**
- Inquire in different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies

**MYP Assessment Criteria**

**Sciences:**
- A: Knowing and understanding
- D: Reflecting on the impacts of science

**Knowledge and Skills**
Conductors and insulators. Electrons and current flow. Magnitude, resistance and voltage. Ohm’s law. Electric circuits. Definition of work, power and energy. Different forms in which energy is stored.
Unit Title

**Sustainability** (3 weeks)

**Authors:** Alice Delfino

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**MYP Assessment Criteria**

**Knowledge and Skills**

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**MYP 3 Sciences Unit 1: Bodies and forces (12 weeks (36 hours))**

**Authors:** Monica Stauder, Alice Delfino

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**Key Concepts**

- **Change**

**Related Concepts**

- **Sciences**
  - Interaction
  - Movement

---

**Global context**

- **Scientific and technical innovation**
  - *Exploration to Develop:*
    - Modernization, industrialization and engineering

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**Conceptual Understanding**

Change is the scientific concept which mostly pushed ahead the study of the natural phenomena such as movement and bodies interaction.

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**Statement of Inquiry:**

Scientific and technical innovation based on the study of bodies and on the changes in state and shape arisen from their interactions, enabled human beings to solve practical problems supporting the processes of modernization and industrialization.

**Inquiry Questions:**

- **F** : What is the law of floating?
- **F** : What is speed?
- **F** : What is a lever?
- **C** : How can a boat made of steel float?
- **C** : How can we make the ball run faster?
- **C** : What could you do to lift an elephant?
- **D** : How was Archimedes’ principle applied to solve practical problems of lives of human beings?

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**ATL**

**A: Knowing and understanding**
- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

**C: Processing and evaluating**
• i. present collected and transformed data
• ii. interpret data and describe results using scientific reasoning
• iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
• iv. discuss the validity of the method
• v. describe improvements or extensions to the method.

D: Reflecting on the impacts of science
• i. describe the ways in which science is applied and used to address a specific problem or issue
• ii. discuss and analyse the various implications of the use of science and its application in solving a specific problem or issue
• iii. apply scientific language effectively
• iv. document the work of others and sources of information used.

Communication
I. Communication skills
• Use appropriate forms of writing for different purposes and audiences
• Interpret and use effectively modes of non-verbal communication
• Understand and use mathematical notation
• Take effective notes in class

Social
II. Collaboration skills
• Delegate and share responsibility for decision-making
• Manage and resolve conflict and work collaboratively in teams
• Listen actively to other perspectives and ideas

Learning Experiences:
Students will work in groups during lab activities.

Self-management
III. Organization skills
• Bring necessary equipment and supplies to class

Research
VI. Information literacy skills
• Collect, record and verify data
• Process data and report results
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Learning Experiences:
Students will write an assay with a reflection on the application of Archimedes’ principle in lives of human beings by using online network.
Students will collect, record and analyze data during lab experiences.

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data

IX. Creative thinking skills
• Make unexpected or unusual connections between objects and/or ideas
• Make guesses, ask “what if” questions and generate testable hypotheses

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations
• Transfer current knowledge to learning of new technologies
## Knowledge and Skills

Knowledge: Forces as different kind of interactions among bodies, difference between mass and weight, mass density, pressure, Archimedes principle. Meaning and uses of levers. Skill: Collecting and analyzing raw data obtained during an experiment in the lab, apply theoretical concepts to real-life situation in order to explain phenomena and provide new technological solutions.

### Equations (7 weeks (28 hours))

**Authors:** Enrica Minetti, Alberto Damiano, Giacomo Dolcetto

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td></td>
<td>Identity</td>
<td>Equivalence</td>
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<td></td>
<td>Logic</td>
<td>Generalization</td>
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</tbody>
</table>

**Scientific and technical innovation**

Exploration to Develop: Systems, models, methods; products, processes and solutions

**Global context**

Quantities are related to each other. If we know this relation, we can use it to find something that is missing in the picture.

**Conceptual Understanding**

Statement of Inquiry:

Equivalences, or inequalities, are a form of representation used to describe the relationships between quantities. (In)equations are used to determine some of these quantities when we do not know their value in specific situations, to create mathematical models of the real world using technology, and to justify logically what we observe in real life applications.

**Inquiry Questions:**

- **C** | Quantifying the world: How can we represent the world around us using mathematical quantities and their relationships?
- **F** | Modelling problems with equations: Can we use algebra to model a real situation and find a solution to a problem?
- **D** | Reflecting on the mathematics around us: Is it possible to translate into mathematics every problem we encounter?

**Mathematics**

**A: Knowing and understanding**

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

**C: Communicating**

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

**ATL Communication**

**I. Communication skills**

- Read critically and for comprehension
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation
- Take effective notes in class
- Organize and depict information logically
Learning Experiences:

Students must show that they understand the logical steps they make when solving an equation, by explicitly writing down next to each step a brief description of what they are doing. This is new or challenging to most of the students in the class.

Social
II. Collaboration skills
• Manage and resolve conflict and work collaboratively in teams

Self-management
III. Organization skills
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Keep an organized and logical system of information files/notebooks

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Self-motivation
  - Practise analysing and attributing causes for failure
• Resilience
  - Practise “failing well”

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Consider content
  - What don’t I yet understand?
• Consider ATL skills development
  - How can I share my skills to help peers who need more practice?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
• Focus on the process of creating by imitating the work of others

Learning Experiences:

When making calculation mistakes, students are asked to note down on their journal what type of mistake(s) they do more often, to try to avoid them in the future.

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Test generalizations and conclusions

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations

Learning Experiences:

By working in groups, students have explored different approaches and techniques, and have been pushed to reflect on other people’s work and strategies to improve their own method(s).

Interdisciplinary:
• D: Reflecting

Mathematics:
• A: Knowing and understanding
• C: Communicating
• D: Applying mathematics in real-life contexts
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Knowledge and Skills</th>
<th>Solutions of linear equations and of linear inequalities. Translating a real life problem from words into an equation or an inequality, basic algebraic manipulation of simple polynomials with integer or rational coefficients</th>
</tr>
</thead>
</table>

**CONDUCT (20 weeks (3 hours))**

Authors:

<table>
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<tr>
<th>Key &amp; Related Concepts</th>
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<th>Related Concepts</th>
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<tbody>
<tr>
<td>Relationships</td>
<td>Sciences</td>
<td>Balance, Consequences, Interaction</td>
</tr>
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</table>

**Conceptual Understanding**

**Statement of Inquiry:**

Misbehaviour never helps a student to put all his/her efforts to succeed.

**Inquiry Questions:**

D: Could I be a not principled and balanced person in class while pretending to be a good student?

**MYP Assessment Criteria**

Knowledge and Skills

**Forces and equilibrium (2 weeks)**

Authors: Alice Delfino

<table>
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<tr>
<th>Key &amp; Related Concepts</th>
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<tbody>
<tr>
<td>Communication, Connections, Relationships, Systems</td>
<td>Sciences</td>
<td>Balance, Consequences</td>
</tr>
</tbody>
</table>

**Conceptual Understanding**

**Statement of Inquiry:**

**Inquiry Questions:**

F: What is a force?: What is a force?

**ATL Thinking**

**MYP Assessment Criteria**

Knowledge and Skills

Students will have to know the difference between mass and force and have an idea of the meaning of equilibrium in physics. To solve the unit question a deep understanding of what a lever is requested.
**Unit Title**

MYP3 Design Unit 2: Different forms of energy  
(24 weeks (30 hours))  
Authors: Nicola Roccatagliata, Alice Delfino

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>Design</td>
</tr>
<tr>
<td>Systems</td>
<td>• Innovation</td>
</tr>
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<td></td>
<td>• Sustainability</td>
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</table>

**Global context**

- **Scientific and technical innovation**  
  - *Exploration to Develop:* Adaptation, ingenuity and progress
- **Globalization and sustainability**  
  - *Exploration to Develop:* Human impact on the environment

**Conceptual Understanding**

Understanding different forms of energy and how they are generated is crucial not only as students but also as citizens of the world. A consciousness about sustainable forms of energy and how innovation could be the key to the energy for the future are the keys of this unit.

**Statement of Inquiry:**

Knowing the different and most diffused forms of energy

**Inquiry Questions:**

- **F**: What are the most diffused ways to generate energy?
- **D**: Is it possible for an entire country to supply its energy needs only using sustainable energy?
- **C**: How a consciousness about energy and how to use it can become a key for innovation?

**ATL**

- **Research**
  - VI. Information literacy skills
    - Collect, record and verify data
    - Access information to be informed and inform others
  - VII. Media literacy skills
    - Seek a range of perspectives from multiple and varied sources
- **Thinking**
  - IX. Creative thinking skills
    - Use brainstorming and visual diagrams to generate new ideas and inquiries

**MYP Assessment Criteria**

- **Design:**
  - A: Inquiring and analysing
  - D: Evaluating

**Knowledge and Skills**

With the support of different PDF presentations and frontal lessons, students acquire knowledge about the different ways to obtain energy in the world. They get to know the differences between renewable energy and non-renewable energy, learn the features of the most important forms of energy and how to obtain them and develop a critical thinking about the sustainability or less of defined forms of energy.
Density, archimedes principle and pressure (3 weeks)
Authors: Alice Delfino

Conceptual Understanding

ATL Communication

MYP Assessment Criteria

Knowledge and Skills Definition and calculation of density. Definition and calculation of pressure. Definition and application of Archimedes principle, pascal's principle and Stevino's principle.

Forces and motion (3 weeks)
Authors: Alice Delfino

Conceptual Understanding

ATL Communication Thinking

MYP Assessment Criteria

Knowledge and Skills Be able to take space and time measurements, recognize variables, calculate speed.

MYP 3 Sciences Unit 2: Electricity and energy (4 weeks (12 hours))
Authors: Alice Delfino

Key & Related Concepts

Key Concepts Relationships

Related Concepts

Sciences
\* Interaction
\* Patterns

Global context

Scientific and technical innovation

Exploration to Develop:
Modernization, industrialization and engineering

Conceptual Understanding

Relationships between interacting bodies can be represented by non contact forces which can be detected through hidden patterns.

Statement of Inquiry:

Relationships between interacting bodies can be represented by non contact forces which can be detected through hidden patterns letting electromagnetism be one of the most powerful discovery and boost of new technologies development from the nineteenth century to now.

Inquiry Questions:

Charge: What’s a positive and a negative charge?

F : What type of energies do you know?

C Attraction: How can you describe the interaction between positive and negative charge?
D: How many different ideas of energy are used in everyday life? What do they have in common and why?

Sciences

A: Knowing and understanding
- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

Research

VI. Information literacy skills
- Collect, record and verify data
- Access information to be informed and inform others
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems

VII. Media literacy skills
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Interpret data
- Test generalizations and conclusions
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills
- Inquire in different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies

MYP Assessment Criteria

Sciences:
- A: Knowing and understanding
- D: Reflecting on the impacts of science

Knowledge and Skills
Conductors and insulators. Electrons and current flow. Magnitude, resistance and voltage. Ohm’s law. Electric circuits. Definition of work, power and energy. Different forms in which energy is stored.

MYP 3 Sciences Unit 3: Control and coordination
(4 weeks (12 hours))
Authors: Alice Delfino

Key Concepts
Systems

Related Concepts
Sciences
- Function
- Interaction

Global context
Identities and relationships
Exploration to Develop:
Unit Title

Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding

Every organism is a complex system with complex functions which are controlled in order to let it live interacting with the environment around it.

Statement of Inquiry:

Every living organism is a system with complex functions which are controlled in order to let it live interacting with the environment around it, in a progressive definition of its identity and relationship with other organisms.

Statement of Inquiry

Inquiry Questions:

F Control: What organs compose our nervous system?

C Relationship: How our behaviour depends on the good job of our nervous system?

D Consequences of a proper or not proper job of our nervous system: Do you think that every human action can be explained biologically?

ATL

Research

VI. Information literacy skills

• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Process data and report results

Thinking

VIII. Critical thinking skills

• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Interpret data
• Draw reasonable conclusions and generalizations

MYP Assessment Criteria

B: Inquiring and designing, C: Processing and evaluating

Knowledge and Skills

Description and functioning of neurons. Description and functioning of the different parts of the nervous system. Description and functioning of the the endocrine system (main glands).

MYP 3 Sciences UNIT 4: Heredity and tectonics: keys to understand the evolution of life on Earth.

(8 weeks (24 hours))

Authors: Monica Stauder, Alice Delfino

Key Concepts

Change

Related Concepts

- Sciences
  - Consequences
  - Energy
  - Evidence
  - Interaction
  - Transformation

Global context

Orientation in space and time
To explore the consequences of phenomena that model the Earth's crust it is necessary to investigate the past finding evidences of transformations.

Statement of Inquiry:

The observation of the ongoing processes that transform the Earth and the life on it is the key to understand the causes that led to the Earth as we know it today.

Inquiry Questions:

D: Why is our reproductive system fundamental for ensuring the survival of the species?
C: How do we inherit traits from our parents?
F: What are recessive and dominant traits?

Sciences

A: Knowing and understanding
- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

D: Reflecting on the impacts of science
- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and analyse the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Communication

I. Communication skills
- Give and receive meaningful feedback
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension

Social

II. Collaboration skills
- Practise empathy
- Make fair and equitable decisions
- Negotiate effectively
- Advocate for one's own rights and needs

ATL

Learning Experiences:

Students will participate in a debate about genetics control and its impact in our everyday life

Self-management

III. Organization skills
- Keep an organized and logical system of information files/notebooks
- Select and use technology effectively and productively

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to reduce stress and anxiety

V. Reflection skills
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

Learning Experiences:
Students will face delicate topics such as "the development of reproductive systems in males and females". They will need emotional management.

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding, D: Reflecting on the impacts of science</th>
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</table>

**Reproduction and genetics**  
(4 weeks)  
Authors: Alice Delfino

| Conceptual Understanding |  |
|-------------------------|  |
| ATL Communication       |  |

| MYP Assessment Criteria |  |
|-------------------------|  |
| Knowledge and Skills    |  |
| • The human reproductive system. • Meiosis and mitosis. • Genotype and phenotype. • Mendel's laws. Punnett's square. • Mutations. • Evolution. |

**Evolution and tectonics (4 weeks)**  
Authors: Alice Delfino

| Conceptual Understanding |  |
|-------------------------|  |
| ATL Thinking            |  |

| MYP Assessment Criteria |  |
|-------------------------|  |
| Knowledge and Skills    |  |

**Exam review (4 weeks)**  
Authors: Alice Delfino

| Conceptual Understanding |  |
|-------------------------|  |
| ATL                     |  |

| MYP Assessment Criteria |  |
|-------------------------|  |
| Knowledge and Skills    |  |
## Chinese (MYP 3)

**Unit Title**

**FANTACARATTERI**

*(10 weeks (15 hours))*

**Authors:** Pier Giorgio Giraudo

### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Global interaction</td>
<td>Language acquisition: Phases 3-4</td>
</tr>
<tr>
<td>Logic</td>
<td></td>
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</tbody>
</table>

### Global context

- **Personal and cultural expression**
  
  *le mie conoscenze come possono essere applicare con una lingua come il cinese*

- **Exploration to Develop:**
  
  *Social constructions of reality; philosophies and ways of life; belief systems; ritual and play*

### Conceptual Understanding

**Statement of Inquiry:**

*la logica dei giochi*

**Inquiry Questions:**

*la logica culturale all’interno dei giochi: i giochi occidentali possono essere resi cinesi?*

### Communication

**I. Communication skills**

- Take effective notes in class
- Use a variety of organizers for academic writing tasks

**Learning Experiences:**

*il gioco dei fantacaratteri sviluppa le capacità organizzative dello studente*

### Self-management

**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information

**IV. Affective skills**

- Mindfulness
  - Practise strategies to develop mental focus

**V. Reflection skills**

- Consider personal learning strategies
  - What factors are important for helping me learn well?

**Learning Experiences:**

*l'utilizzo in autonomia di un gioco inventato dagli studenti stessi, li rende protagonisti ed autonomi nella gestione del lavoro collegato all'utilizzo del gioco durante le lezioni*

### MYP Assessment Criteria

**A: Comprehending spoken and visual text, C: Communicating in response to spoken and/or written and/or visual text**

### Knowledge and Skills

- sistemi di gioco cinesi - il fantacalcio occidentale - vocaboli HSK1, acquisizione caratteri - acquisizione di lessico nuovo - traduzione del testo cinese complesso, con le regole grammaticali HSK1
**Unit Title**

**MYP3 LE CITTÀ DELLA CINA!**

Authors: Pier Giorgio Giraudo

---

**Conceptual Understanding**

**MYP Assessment Criteria**

**Knowledge and Skills**

---

**TANGRAM (15 weeks (21 hours))**

Authors: Pier Giorgio Giraudo

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**Key & Related Concepts**

**Key Concepts**
- Culture
- Perspective

**Related Concepts**
- Language acquisition: Phases 3-4
  - Function
  - Point of view
  - Structure

---

**Global context**

**Orientation in space and time**

**Exploration to Develop:**
Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

---

**Conceptual Understanding**

**Statement of Inquiry:**

lo sviluppo dei giochi come il tangram rispecchia la struttura della lingua cinese

**Inquiry Questions:**

- La logica del tangram e la logica della lingua cinese sono collegate?: come il tangram rappresenta il modo di pensare dei cinesi?

---

**ATL**

**VIII. Critical thinking skills**

- Gather and organize relevant information to formulate an argument
- Consider ideas from multiple perspectives

**Learning Experiences:**

l’utilizzo del tangram, rivela la logica di composizione dei caratteri rendendoli meno lontani e nello stesso tempo permette di familiarizzare con il pensieri logico cinese

---

**MYP Assessment Criteria**

**B: Comprehending written and visual text, D: Using language in spoken and/or written form**

---

**Knowledge and Skills**

- il tangram - il pensiero cinese - la nascita del mondo secondo i cinesi - il mito di pan gu - i radicali - la divisione del carattere secondo la composizione logica - acquisizione dei caratteri HSK2

---

**SISTEMI SOCIALI E REGOLE SCOLASTICHE**

(10 weeks (20 hours))

Authors: Pier Giorgio Giraudo

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**Key & Related Concepts**

**Key Concepts**

**Related Concepts**
Identity

Relationships

Language acquisition: Phases 1-2
- Form
- Message
- Purpose
- Structure

Globalization and sustainability
come i sistemi sociali possono interferire nell'ambiente e nella vita sociale con l'utilizzo di determinate regole comportamentali

Exploration to Develop:
Population and demography
Urban planning, strategy and infrastructure

Global context

Conceptual Understanding
come la lingua e i sistemi sociali influenzano il pensiero e la vita quotidiana della persone. Differenze tra i paesi: Cina e Italia a confronto. Sistemi scolastici a confronto.

Statement of Inquiry:
le regole come espressione di sistemi culturali

Inquiry Questions:
C diverse culture e regole comportamentali: come gli usi culturali influenzano il nostro modo di relazionarci con gli altri?

Communication
I. Communication skills
- Interpret and use effectively modes of non-verbal communication

Learning Experiences:
il dibattito sulle diverse regole scolastiche, utilizzando le regole grammaticali studiate nella unit, permette allo studente di sperimentare il proprio cinese in nuovi ambiti: sperimentando le regole, sperimenta nuovi percorsi linguistici e la capacità d'interpretarli

Thinking

MYP Assessment Criteria
B: Comprehending written and visual text, D: Using language in spoken and/or written form

Knowledge and Skills
analisi dei sistemi scolastici cinesi, academic honesty e altri valori nelle due culture a confronto, la vita degli studenti cinesi, la società cinese nelle sue varie sfaccettature, le città cinesi, il vocabolario HSK2, il complemento di grado, il complemento direzionale, la descrizione degli spazi attraverso i localizzatori, uso e struttura dei localizzatori

MYP3 JIAOZI VS RAVIOLI
饺 子 v
RAVIOLI. (6 weeks)
Authors: Pier Giorgio Giraudo
**Unit Title**

**BAOZI e JIAOZI**  
(8 weeks (15 hours))  
**Authors:** Pier Giorgio Giraudo

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<tbody>
<tr>
<td>Communication</td>
<td>Language acquisition: Phases 1-2</td>
</tr>
</tbody>
</table>
| Connections | • Audience  
| | • Context  
| | • Word choice |

**Identities and relationships**

il cibo le l’identità personale. come l’etichetta coinvolga il modo di sentire i rapporti in diverse culture  

**Global context**

Identity formation, self-esteem, status, roles and role models

**Conceptual Understanding**

gli studenti dovranno sviluppare la capacità di capire contestualmente dei messaggi culturali riguardanti l’etichetta cinese e i rapporti interpersonali

**Statement of Inquiry**

Il cibo come veicolo d’informazioni culturali  

**Inquiry Questions:**

D come gli usi culturali influenzano il nostro modo di relazionarci con gli altri? come si comportano i cinesi a tavola?

**Communication**

I. Communication skills

• Use a variety of speaking techniques to communicate with a variety of audiences  
• Interpret and use effectively modes of non-verbal communication

**Learning Experiences:**

gli studenti sperimenteranno in classe alcune situazioni dove dovranno essere capaci di gestire le diverse modalità nelle quali si applica l’etichetta cinese. il risultato nella prova sommativa sarà l’uso concreto (ad esempio al ristorante) di queste modalità culturali.

**ATL**

Social  

II. Collaboration skills

• Practise empathy  
• Manage and resolve conflict and work collaboratively in teams

**Learning Experiences:**

attraverso la sperimentazione dell’etichetta cinese a tavola, dovranno essere in grado di visluppare attenzione gli uni verso gli altri mentre si mangia (esattamente come si fa in cina) e saper gestire discussioni che possono nascere dall’uso scorretto dell’etichetta.

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, C: Communicating in response to spoken and/or written and/or visual text

**Knowledge and Skills**

. i principali cibi cinesi: i baozi 包子, jiaozi 饺子, zongzi 粽子, miantiao 面条, chaofan 炒饭.  
. l’etichetta cinese a tavola. l’uso delle bacchette. la cucina cinese nelle sue aree principali.  
. la domanda per scelta esclusiva con HAISHI 还是. il lessico fondamentale collegato al cibo.  
. i verbi di stato in luogo: ZAI 在. il complemento di compagnia. i verbi POTERE E VOLERE 要、会、能
MYP3 UNA CANZONE CINESE
(15 weeks (18 hours))
Authors: Pier Giorgio Giraudo

Key Concepts
- Communication
- Connections

Related Concepts
- Language acquisition: Phases 3-4
  - Idiom
  - Purpose
  - Structure

Global context
- Personal and cultural expression
  la creazione di un prodotto artistico secondo le esigenze comunicative dello studente

- Exploration to Develop:
  Artistry, craft, creation, beauty

Conceptual Understanding
- la musica e le parole come mezzo per comunicare ed esprimersi

Statement of Inquiry:
utilizzo artistico di una lingua

Inquiry Questions:
D come la lingua è un mezzo comunicativo anche artistico: come posso usare il cinese per comunicare in modo non convenzionale?

Communication
I. Communication skills
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Organize and depict information logically

Learning Experiences:
crare una canzone libera da schemi, mette in atto le capacità organizzative e comunicative in ambiti nuovi

Research
VI. Information literacy skills
- Use critical literacy skills to analyse and interpret media communications

VII. Media literacy skills
- Understand the impact of media representations and modes of presentation

Learning Experiences:
la creazione di un video, con una canzone in cinese inventata dallo studente, gli permette di sondare nuovi terreni nella ricerca di mezzi di comunicazione linguistico-multimediali

MYP Assessment Criteria
B: Comprehending written and visual text, D: Using language in spoken and/or written form

Knowledge and Skills
- analisi delle canzoni cinesi
- le canzoni cinesi più famose
- il testo delle canzoni e la sua struttura
- le negazioni imperative
- la comparazione
- acquisizione della scrittura dei caratteri HSK1
English (MYP 3)

Unit Title

MYP3 Grammar and Composition
(30 weeks (60 hours))
Authors: Elizabeth Coykendall Rice,
Carole Stansfeld

Key & Related Concepts

Key Concepts
Communication

Related Concepts
Language acquisition: Phases 3-4
- Conventions
- Purpose
- Structure

Global context

Personal and cultural expression

Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Building on prior grammar knowledge from MYP1 and MYP2 students will continue to improve their grammar and communication skills in MYP3.

Statement of Inquiry:

Effective communication requires clear purpose as well as a knowledge of conventions, in order for people to express feelings and ideas

Inquiry Questions:

How can I better communicate my ideas and opinions in the English language?

Language acquisition

A: Comprehending spoken and visual text
  - ii. understand conventions

B: Comprehending written and visual text
  - ii. understand basic conventions including aspects of format and style, and author’s purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
  - iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

D: Using language in spoken and/or written form
  - i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ATL

Communication
I. Communication skills
  - Use appropriate forms of writing for different purposes and audiences

Social
II. Collaboration skills
  - Take responsibility for one’s own actions
  - Listen actively to other perspectives and ideas

Self-management
III. Organization skills
  - Plan short- and long-term assignments; meet deadlines
  - Bring necessary equipment and supplies to class

Thinking
VIII. Critical thinking skills
  - Practise observing carefully in order to recognise problems

MYP Assessment Criteria

Language acquisition:
  - A: Comprehending spoken and visual text
Unit Title

- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Knowledge and Skills


MYP3 Grammar and Composition

(30 weeks (60 hours))

Authors: Carole Stansfeld

Key & Related Concepts

- Key Concepts: Communication
- Communities

- Related Concepts: Language acquisition: Phases 3-4
  - Function
  - Word choice

Global context

- Personal and cultural expression

Conceptual Understanding

Effective communication requires clear purpose as well as a knowledge of conventions, beliefs and values.

Statement of Inquiry

Statement of Inquiry:
The way we communicate with people makes us what we are

Inquiry Questions:

D: Learning a language can change a person’s outlook on life and the world in general

ATL

MYP Assessment Criteria

- A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills


MYP3: ENG. UNIT 1 Points of View (11 weeks (55 hours))

Authors: Donna Lee Perez, Carole Stansfeld

Key & Related Concepts

- Key Concepts: Perspective

- Related Concepts: Language acquisition: Phases 3-4
  - Point of view

Global context

- Personal and cultural expression

Conceptual Understanding

- how does point of view alter interpretations of events and issues
- what factors influence point of view

Statement of Inquiry

Statement of Inquiry:
Points of view alter the interpretation of events and issues in literature and in real life contexts

Inquiry Questions:

F How things/issues/events are seen depends on who sees them (points of view) and when (time, era): What are three types of POV in literature?

C A point of view may be linked to/influenced by a historical era: How can points of view change in time?

D Reality or what is thought to be real and true is based on perspectives and points of view: do multiple points of views imply multiple truths/realities?

Language acquisition

A: Comprehending spoken and visual text
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B: Comprehending written and visual text
   • i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions

C: Communicating in response to spoken and/or written and/or visual text
   • i. respond appropriately to spoken, written and visual text in a range of familiar and unfamiliar situations

D: Using language in spoken and/or written form
   • i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
   • ii. organize information and ideas into a structured text; use a wide range of cohesive devices

Communication

I. Communication skills
   • Give and receive meaningful feedback
   • Use intercultural understanding to interpret communication
   • Use a variety of speaking techniques to communicate with a variety of audiences
   • Use appropriate forms of writing for different purposes and audiences
   • Interpret and use effectively modes of non-verbal communication
   • Negotiate ideas and knowledge with peers and teachers
   • Collaborate with peers and experts using a variety of digital environments and media
   • Share ideas with multiple audiences using a variety of digital environments and media
   • Read critically and for comprehension
   • Read a variety of sources for information and for pleasure
   • Write for different purposes
   • Paraphrase accurately and concisely
   • Take effective notes in class
   • Make effective summary notes for studying

Learning Experiences:

• group work, peer review
• public speaking

Thinking

VIII. Critical thinking skills
   • Practise observing carefully in order to recognise problems
   • Gather and organize relevant information to formulate an argument
   • Interpret data

IX. Creative thinking skills
   • Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills
   • Apply skills and knowledge in unfamiliar situations
   • Inquire in different contexts to gain a different perspective
Unit Title

<table>
<thead>
<tr>
<th><strong>Self-management</strong></th>
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**Communication**

I. Communication skills

- Use a variety of speaking techniques to communicate with a variety of audiences
- Read critically and for comprehension
- Make inferences and draw conclusions
- Write for different purposes

**Social**

II. Collaboration skills

- Practise empathy
- Listen actively to other perspectives and ideas

**Self-management**

III. Organization skills

- Plan short- and long-term assignments; meet deadlines

**Thinking**

VIII. Critical thinking skills

- Recognise unstated assumptions and bias
- Evaluate evidence and arguments

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**MYP Assessment Criteria**

| A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form |

**Knowledge and Skills**

- Reading and discussion of Trash by Andy Mulligan, Reading and discussion of Wonder by Palacio, Writing personal letters, journals, diaries experimenting with POV
- Listening skill development through use of interview of authors
- Development of literary devices

---

**Design (10 weeks)**

**Authors:** Elizabeth Coykendall Rice

**Conceptual Understanding**

**MYP Assessment Criteria**

**Knowledge and Skills**

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**MYP3: Eng. Unit 2 Conflicts among Individuals & Societies (9 weeks (45 hours))**

**Authors:** Donna Lee Perez, Carole Stansfeld

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<tr>
<th><strong>Key &amp; Related Concepts</strong></th>
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<tr>
<td>Time, place and space</td>
<td>Individuals and societies: History</td>
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<td></td>
<td>- Causality (cause and consequence)</td>
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<td>- Conflict</td>
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<td>- Ideology</td>
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</table>

**Global context**

**Orientation in space and time**

- Exploration to Develop:
  - Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange
Conceptual Understanding

Students read the book, Milkweed, by Spinelli, learning about the war from a young Polish boy’s perspective. This literary perspective allows the students to see how time, place and conflict are linked in literature and history.

Statement of Inquiry

Statement of Inquiry:

By studying History and Literature we can better understand our past and explore the consequences of conflict and power.

Inquiry Questions:

D  How does the book mirror the historical events of WW1?
D  Is war a solution to international conflicts?

Language acquisition

A: Comprehending spoken and visual text
  • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
B: Comprehending written and visual text
  • ii. understand basic conventions including aspects of format and style, and author’s purpose for writing
  • i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
  • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
C: Communicating in response to spoken and/or written and/or visual text
  • iv. communicate with a sense of audience and purpose.
D: Using language in spoken and/or written form
  • i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
  • ii. organize information and ideas and use a range of basic cohesive devices

Communication

I. Communication skills
  • Use appropriate forms of writing for different purposes and audiences
  • Read critically and for comprehension

Interdisciplinary:

• A: Disciplinary grounding
• B: Synthesizing
• C: Communicating
• D: Reflecting

Language acquisition:

• A: Comprehending spoken and visual text
• B: Comprehending written and visual text
• C: Communicating in response to spoken and/or written and/or visual text
• D: Using language in spoken and/or written form

Knowledge and Skills

Students will have read War Horse as part of their summer reading and will explore the use of technology in WWI and see the film. Then we will read Milkweed by Spinelli which covers the occupation of Poland in WWII showing the German, Polish and Roma perspectives to the war. In addition, students will write a variety of text types (diary, journal, article, letter, etc.) and further develop their knowledge of literary devices.
### Unit Title
**Extra unit: Possible worlds, possible futures (10 weeks)**
**Authors:** Elizabeth Coykendall Rice, Donna Lee Perez

### Key & Related Concepts
**Key Concepts**
- Global interaction

**Related Concepts**
- Language acquisition: Phases 3-4
  - Context
  - Function

### Global context
- **Global interaction**
- **Fairness and development**

**Exploration to Develop:**
Democracy, politics, government and civil society

### Conceptual Understanding
Utopian literature offers us a glimpse into possible future human communities and interactions.

### Statement of Inquiry
**Statement of Inquiry:**
What future world awaits us?

**Inquiry Questions:**
- **F**: What are the literary devices present in The Giver?
- **C**: How and why does Lowry set her novel in the future?
- **D**: Is the future society in the novel better or worse than our present society?

### ATL
**Communication**
- I. Communication skills
  - Use appropriate forms of writing for different purposes and audiences

**Social**
- II. Collaboration skills
  - Manage and resolve conflict and work collaboratively in teams

**Self-management**
- III. Organization skills
  - Plan short- and long-term assignments; meet deadlines

**Research**
- VI. Information literacy skills
  - Access information to be informed and inform others

**Thinking**
- VIII. Critical thinking skills
  - Recognise unstated assumptions and bias
  - Evaluate evidence and arguments
  - Draw reasonable conclusions and generalizations

### MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

### Knowledge and Skills
Read The Giver by Lowry Compare and contrast the movie with the book and write an essay Using literary devices analyze the book Using a variety of text types (journal, diary, article, letter, etc.) to show comprehension of text and to analyze the text. Continue development of literary devices.
Global context

Orientation in space and time

Visual arts: This inquiry marks the beginning of the biggest change in the mentality and aesthetics of art and literature. It marks one of the most important evolutions of art and the consequences it had for society in northern Europe and France. By understanding the Romantic period, we are able to then better understand its repercussions on France at the end of the 1800s, or rather, the Impressionist period, and how it began.

 Exploration to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

• Romanticism involved a change in mentality, using new philosophical thought and creating art and poetry based on emotion
• This form of art and poetry was innovative and forward thinking as it stepped out of the classical art and literature boundaries that were in place for years and created a new, emotionally driven art and literature (poetry)
• It changed the history of art dramatically, helping lead the change to one of the biggest art movements in the world: Impressionism

Statement of Inquiry:

Turning points in art history and in literature and the importance of cultural and artistic revolution.

Inquiry Questions:

F: How and why did Romanticism change the artistic and literary world?

D: What were the most important steps taken by Romantic artists and writers that helped change the mentality of the public towards artistic culture?

C: What other ideas could have furthered the development of landscape and seascape and helped change the publics view towards Romantic art? What elements of the Romantic period remains in our literature and media today?

ATL

Arts

A: Knowing and understanding
• i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

Self-management

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions

V. Reflection skills
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
Learning Experiences:
• Students will be put in to study groups in order to share information and help each other in understanding the topic and create a more energetic atmosphere
• Individual study, both at home and in the class room
• Group discussion and reading of the subject in order to enhance inquiry
• Reading of related texts in short bursts, interrupted by question and discussion time, to help keep the class focused and on track.
• Students given time in class to reflect on their own study, utilising the questions in ATL (consider content) to help them understand what they need to work on.

Interdisciplinary:
• A: Disciplinary grounding
• C: Communicating

Arts:
• A: Knowing and understanding
• D: Responding

Knowledge and Skills
Students will study the history of the period before the test, refering back to MYP2 studies of the Renaissance and Baroque art in order to help them understand how this period revolutionised art. Prior knowledge on analysing an artwork will be transfered form MYP2 studies on Botticelli. Prior knowledge in basic painting techniques will help the students to understand the change in techniques in the Romantic period.

English B • Students will be able to identify the major themes of English Romantic poetry. • Students will better understand the historical origins of English Romantic poetry. • Students will better understand the genre of English Romantic poetry. • Students will identify the major English Romantic poets. • Students will better analyze figurative language of Romantic poetry, including simile, metaphor and personification. • Students will better recognize the presence of poetic sound devices such as alliteration, assonance and rhyme. • Students will have a working knowledge of the forms Romantic poetry can take. • Students will acquire presentation skills by demonstrating appropriate consideration of audience and purpose. • Students will learn to work independently as well as in groups of their peers. • Students will learn to accept and give constructive criticism from an audience of their peers. • Students will recognize and properly cite credible resources, including those found on the Internet.

The Passive Voice: present and past simple. (2 weeks)
Authors: Alice Delfino

Conceptual Understanding

ATL

Communication

MYP Assessment Criteria

Language B:
• D: Writing

Knowledge and Skills
Knowledge & Skills TBD, Students will use a step by step basic lab report template as guidance in order to structure and present an appropriate scientific report utilizing the assigned passive voice both present and past tenses.
**MYP3: ENG. Unit 4 Individual, Civil & Human Rights**
(5 weeks (25 hours))
**Authors:** Donna Lee Perez, Carole Stansfeld

**Key Concepts**
- Relationships
- Time, place and space

**Conceptual Understanding**
Individual and civil rights connect or disconnect people, ideas and communities on a small scale or large scale.

**Statement of Inquiry:***
Exploring civil and individual rights helps us understand our history as well as our responsibilities.

**Inquiry Questions:**
- C: What are our individual and civil rights?

---

**French (MYP 3)**

**Unit Title**
Forme et loisirs
(10 weeks (12 hours))
**Authors:** Chiara Lanciano

**Key Concepts**
- Communication

**Related Concepts**
- Language acquisition: Phases 1-2
  - Context
  - Function
- Language acquisition: Phases 3-4
  - Context
  - Function

**Global context**
- Orientation in space and time

**Conceptual Understanding**
J’arrive à concilier études et loisirs

**Statement of Inquiry:**
Comment se préparer en vue de l’examen de fin d’année?

**Inquiry Questions:**
- F: Qu’ai-je retenu des leçons de français de l’an dernier? (passé)
- C: Où en suis-je dans mon apprentissage du français? (présent)
- D: Comment se préparer le mieux possible à l’examen de fin d’année? (futur)
Communication

I. Communication skills
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Write for different purposes

Thinking

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Révisions du programme de l’année dernière (test d’entrée), la lettre formelle et la lettre amicale, compréhension écrite Lexique de la santé, état physique, remèdes, maladies, parties du corps, demander et donner des conseils, parler des professions, de son futur, exprimer son opinion, écrire un dialogue. Se préparer à l’examen: conseils pour la compréhension écrite (examen), passé récent présent progressif futur proche pronoms relatifs qui, que, où, Civilisation: les inventions françaises, le Panthéon, la ville de Paris, Grammaire: le futur simple, le conditionnel présent, le pronoms COD, il faut, les verbes modaux, les verbes du troisième groupe en -ir: mentir, sentir, dormir, sortir, servir), oui/ si

Sport et santé (10 weeks)
Authors: Chiara Lanciano

Key & Related Concepts

Key Concepts

Related Concepts
Language acquisition: Phases 1-2
- Function
- Meaning

Identities and relationships

Global context

Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding
Il est nécessaire de faire le lien entre une alimentation et style de vie et bien-être.

Statement of Inquiry:
Pratiquer un sport est très important pour la santé physique et mentale.

Inquiry Questions:
F : Quels sont mes centres d’intérêt?
C : Qu’est-ce que veut dire "être en bonne santé"?
D : Pourquoi notre propre santé concerne-t-elle aussi nos proches?

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension
- Paraphrase accurately and concisely

Self-management

III. Organization skills
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments

**MYP Assessment Criteria**
B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**
Lessico: vestiti e accessori, uscite e paesaggi naturali, le malattie e i loro trattamenti, il corpo, i sport, Communicazione: fare acquisti, chiedere e dare istruzioni, chiedere e dire come ci si sente, esprimere soddisfazione e malcontento, il questionario (esamen), Grammatica: il futuro semplice, il condizionale presente, l’ipotesi nella realtà, i pronomi relativi semplici, il superlativo, i verbi “croire”, “voir”, Cultura: il razzismo, il Piccolo Principe, Le petit Nicolas, la Francofonia (esamen oral)

**Migrations (4 weeks)**
Authors: Chiara Lanciano

**Key Concepts**
Communities
Creativity
Culture

**Related Concepts**
Language acquisition: Phases 1-2
• Meaning
• Message
Language acquisition: Phases 3-4
• Meaning
• Message

**Global context**
Globalization and sustainability

**Conceptual Understanding**
Comprendre l’actualité c’est se préparer à affronter le monde qui nous attend demain

**Statement of Inquiry**
Pourquoi parler du phénomène des migrations aujourd’hui?

**Inquiry Questions:**
D : Comment réagir face à ce phénomène?
F : Qui sont les migrants? que fuient-ils?

**ATL**
Thinking
VIII. Critical thinking skills
• Consider ideas from multiple perspectives

**MYP Assessment Criteria**
B: Comprehending written and visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**
Différences entre migrants, réfugiés et immigré Observation d’une photo de presse et analyse: qui sont les migrants, d’où viennent-ils, où vont-ils, qu’est-ce qu’ils fuient? comment les aider? Vocabulaire des objets de première nécessité Une initiative citoyenne: Sakasorvive Compréhension orale Témoignage de migrants Elaboration d’un produit final pour l’exposition “Migrations”: le sac de survie d’un migrant
# La solidarité
(12 weeks (32 hours))

**Authors:**

### Key & Related Concepts

**Key Concepts**
- Connections

**Related Concepts**
- Language acquisition: Phases 3-4
  - Context
  - Meaning
  - Purpose

### Global context

#### Fairness and development

*Exploration to Develop:*
- Imagining a hopeful future

### Conceptual Understanding

**Statement of Inquiry:**
Il existe de nombreuses manières d’occuper son temps mais s’occuper des autres nous enrichit beaucoup plus.

**Inquiry Questions:**
- **F**: Qu’est-ce que je fais pour aider les autres ?
- **C**: Dans quelle mesure je peux aider les autres à l’école et en dehors de l’école ?
- **D**: Pourquoi aider les autres peut nous enrichir

### ATL

- Communication
- Thinking

### MYP Assessment Criteria

**Knowledge and Skills**
- écrire une lettre amicale lexique des loisirs, des activités à l’école (tombola), des œuvres de charité

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# Make an Impression: the study of why art revolutionised in France at the turn of the century.
(12 weeks (20 hours))

**Authors:** Katherine Terlato, Chiara Lanciano

### Key & Related Concepts

**Key Concepts**
- Culture

**Related Concepts**
- Arts: Visual arts
  - Innovation
  - Style
- Language acquisition: Phases 1-2
  - Conventions
  - Meaning
  - Patterns

### Global context

*Visual arts:*
- The artistic turning point that created the base for modern/contemporary art. The study of social structure in France and the first downfall of ‘traditionalism’ and art run by academics. The journey of the Impressionists who fought for their ideals as social outcasts. The breakdown of boundaries, creatively, technically and socially
French: Dans quel contexte l'impressionnisme s’est-il développé? en réaction à quoi?

**Exploration to Develop:**
Peoples, boundaries, exchange and interaction

**Conceptual Understanding**
- Looking at a change in the beliefs of the people, thus art
- Studying the changing perspective of what was acceptable in art and understanding why
- How the beliefs of such artists grew to be acceptable
- The artists ability to create a following and a community of Impressionists.
- looking at the shared values of this community

**Statement of Inquiry:**
Artistic and social revolution at the turn of the century: How it started and the consequences it brought.

**Inquiry Questions:**
- **F**: How did the Impressionists change and shape the history of art?
- **C**: Which artist made revolutionised art the most and why?
- **C**: Where can we find remnants of the Impressionists in art today?

**Arts**
- **A: Knowing and understanding**
  - iii. use acquired knowledge to inform their artwork.
- **Language acquisition**
  - **B: Comprehending written and visual text**
  - i. identify basic facts, main ideas and supporting details, and draw conclusions
  - ii. recognize basic conventions including aspects of format and style, and author's purpose for writing
- **C: Communicating in response to spoken and/or written and/or visual text**
  - i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
  - iii. use phrases to communicate ideas, feelings and information in familiar situations
- **D: Using language in spoken and/or written form**
  - i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
  - ii. organize information and ideas and use a range of basic cohesive devices
  - iii. use language to suit the context.

**ATL Communication**
- **I. Communication skills**
  - Collaborate with peers and experts using a variety of digital environments and media
  - Structure information in summaries, essays and reports

**Learning Experiences:**
Les élèves seront invités à communiquer leur opinion sur les différentes techniques impressionnistes et leurs sentiments à l’égard de tableaux de célèbres artistes

**Thinking**
- **IX. Creative thinking skills**
  - Apply existing knowledge to generate new ideas, products or processes

**Learning Experiences:**
- Students will take technical skills gained and combine it with the knowledge learned regarding Impressionists techniques to create their own art works.
- Three kinds of artworks will be realised: watercolour landscape, lino print, painting in Impressionist style

**MYP Assessment Criteria**
- **Interdisciplinary:**
Unit Title

• B: Synthesizing

**Arts:**
• A: Knowing and understanding
• B: Developing skills
• C: Thinking creatively
• D: Responding

**Language acquisition:**
• C: Communicating in response to spoken and/or written and/or visual text
• D: Using language in spoken and/or written form

Knowledge and Skills

**ART:** Knowledge from the previous unit will help them prepare and understand the change in standards applied by the Impressionists. Technical skills gained in MYP1,2 and the first trimester of MYP3 will help them create their practical works with more independence and creativity.

**FRENCH:** La découverte de l’Impressionnisme à travers des documents sur internet aidera les élèves à faire la synthèse de ceux qu’ils ont appris en art et en français sur le sujet. Ils seront amenés à analyser et à interpréter ces informations en groupe.

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**Mon futur m'appartient**
(13 weeks)
**Authors:** Chiara Lanciano

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**Key & Related Concepts**

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<tr>
<td>🎨 Creativity</td>
<td>📝 Language acquisition: Phases 1-2</td>
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<td></td>
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<td>• Purpose</td>
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**Global context**

🌍 Orientation in space and time


**Exploration to Develop:**
Evolution, constraints and adaptation

---

**Conceptual Understanding**

**Statement of Inquiry:**
A chaque époque de notre vie, nous sommes confrontés à la nécessité de faire des choix.

**Inquiry Questions:**

**F:** Quelle école est-ce que je vais fréquenter l’année prochaine?

**C:** Ai-je des habilités particulières dans un domaine plutôt qu’un autre?

**D:** pourquoi est-ce qu’il est bien d’avoir une passion?

---

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

---

**Knowledge and Skills**

Lessico: musica, strumenti, professioni, generi musicali, Communicazione: parlare delle sue capacità, consigliare e incoraggiare, esprimere la propria volontà, la lettere amicale (examen), Grammatica: c’est/ il est, pronomi possessivi, qualche indicatore temporale, verbi “connaitre”, “essayer”, Cultura: la Francia metropolitana, i DOM-TOM, Francia e Italia, colonizzazione e decolonizzazione (examen)
### Préparons notre avenir
(12 weeks (20 hours))
Authors: Chiara Lanciano

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<thead>
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<th>Key &amp; Related Concepts</th>
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<tr>
<td>Orientation in space and time</td>
<td>Les élèves réfléchiront sur leur avenir et tenteront de se projeter vers leur futur</td>
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<tr>
<td>Il est important de se demander où l’on va et d’envisager dès à présent des perspectives d’avenir pour commencer à faire des choix.</td>
</tr>
<tr>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td>F : Qu’est-ce que je veux faire plus tard?</td>
</tr>
<tr>
<td>D : Comment notre connaissance des langues peut-il nous aider à mieux construire notre avenir?</td>
</tr>
<tr>
<td>C : Comment réussir à défendre un projet?</td>
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<thead>
<tr>
<th>Research</th>
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<tbody>
<tr>
<td>VI. Information literacy skills</td>
</tr>
<tr>
<td>• Access information to be informed and inform others</td>
</tr>
<tr>
<td>• Make connections between various sources of information</td>
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<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
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<tbody>
<tr>
<td>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</td>
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<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
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<tbody>
<tr>
<td>Planifier des projets et savoir s’orienter vers une profession, défendre et critiquer un projet. S’interroger sur les différents types de milieux où aller vivre. , Grammaire: l'expression du futur, le comparatif et le superlatif, l'expression du but Lexique: les professions, l’environnement</td>
</tr>
</tbody>
</table>

### La culture française et francophone
(22 weeks (30 hours))
Authors: Chiara Lanciano

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Culture</td>
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<thead>
<tr>
<th>Global context</th>
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<tbody>
<tr>
<td>Identities and relationships</td>
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<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
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</thead>
<tbody>
<tr>
<td>Statement of Inquiry:</td>
</tr>
<tr>
<td>* La culture peut aujourd’hui être considérée comme l’ensemble des traits distinctifs, spirituels et matériels, intellectuels et affectifs, qui caractérisent une société ou un groupe social. Elle englobe, outre les arts, les lettres et les sciences, les modes de vie, les droits</td>
</tr>
</tbody>
</table>
Unit Title

Inquiry Questions:

D : Qu’est-ce qui caractérise la culture d’un peuple?
C : Qu’est-ce que la Francophonie?
F : Qu’est-ce que je connais de la culture française?

ATL

MYP Assessment Criteria

Knowledge and Skills

A l’écoute des ados (10 weeks)

Authors: Chiara Lanciano

Key Concepts

- Relationships
- Time, place and space

Related Concepts

- Language acquisition: Phases 1-2
  - Audience
  - Context
- Language acquisition: Phases 3-4
  - Audience
  - Context

Global context

Identities and relationships

Conceptual Understanding

Il faut bien connaître le contexte et les personnes qui nous entourent

Statement of Inquiry:

Inquiry Questions:

C : Pourquoi est-ce qu’il est important de verbaliser ses états d’âmes?

ATL

II. Collaboration skills

- Practise empathy

MYP Assessment Criteria

Knowledge and Skills

Le Paris de Doisneau et des impressionnistes (4 weeks)

Authors: Chiara Lanciano, Katherine Terlato

Conceptual Understanding
### MYP Assessment Criteria

**Arts:**
- B: Application

**Knowledge and Skills**
Lexique de l’art et de la photographie, Le passé composé et l’expression du passé, The study of the Impressionists and the evolution of French art and ideals in the late 1800’s, early 1900’s.

---

### Médias et écologie (15 weeks)

**Authors:** Chiara Lanciano

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<tr>
<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Communication</td>
<td></td>
<td>Language acquisition: Phases 3-4</td>
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<tr>
<td></td>
<td></td>
<td>• Function</td>
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<td>• Meaning</td>
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</table>

**Global context**
**Scientific and technical innovation**
*Exploration to Develop:*
Digital life, virtual environments and the Information Age

**Conceptual Understanding**

**Statement of Inquiry:**
Il faut commencer à réfléchir le plus tot possible aux problèmes de l’environnement.

**Inquiry Questions:**

- **F**: Quels sont les problèmes liés à l’écologie aujourd’hui?
- **C**: Comment bien me préparer pour l’examen de fin d’année?
- **D**: qu’est-ce qu’un média?

---

### Les médias (12 weeks)

**Authors:** Chiara Lanciano

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Communication</td>
<td></td>
<td>Language acquisition: Phases 1-2</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td>• Patterns</td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td>Language acquisition: Phases 3-4</td>
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<tr>
<td></td>
<td></td>
<td>• Idiom</td>
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</tbody>
</table>

**Global context**
**Scientific and technical innovation**
Unit Title

Conceptual Understanding

Statement of Inquiry
Suis-je sur de faire un bon usage d'internet?

Statement of Inquiry:
Comment bien utiliser les médias pour apprendre et s'informer?

Inquiry Questions:

F  : Les atouts et les risques d'internet

ATL

Communication

I. Communication skills
• Use a variety of media to communicate with a range of audiences
• Participate in, and contribute to, digital social media networks

Research

VI. Information literacy skills
• Understand and use technology systems

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lexique: les nouvelles technologies, les médias, parler au téléphone, les réseaux sociaux, le cyberharcèlement, articles de civilisation française en vue de l'examen, Grammaire: les pronoms COI, le passé récent, les verbes connaître, lire, écrire

German (MYP 3)

Unit Title

MYP 3 German Unit 1: brothers and sisters (20 weeks)
Authors: Esther Celli

Key Concepts

Identity

Related Concepts

[Language acquisition: Phases 1-2]
[Accent
• Meaning
• Word choice]

Global context

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:
Problems of family life are best solved — and perhaps can only be solved — proactively.

Inquiry Questions:

C  Problem solving: How can I contribute in solving a quarrel within my family or a group of friends?

D  Sharing space and time: What benefits can come from sharing things, room and situations?

F  Birthdays, parties and holidays: How do Germans celebrate special occasions?
Language acquisition
A: Comprehending spoken and visual text
  • ii. recognize basic conventions
B: Comprehending written and visual text
  • i. identify basic facts, main ideas and supporting details, and draw conclusions
C: Communicating in response to spoken and/or written and/or visual text
  • i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
  • ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
  • iii. use phrases to communicate ideas, feelings and information in familiar situations
  • iv. communicate with a sense of audience.
D: Using language in spoken and/or written form
  • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
  • ii. organize information and ideas and use a range of basic cohesive devices
  • iii. use language to suit the context.

Communication
I. Communication skills
  • Give and receive meaningful feedback
  • Use intercultural understanding to interpret communication
  • Use a variety of speaking techniques to communicate with a variety of audiences
  • Use appropriate forms of writing for different purposes and audiences

Learning Experiences:
Organize and depict information logically.

Social
II. Collaboration skills
  • Practise empathy
  • Help others to succeed
  • Take responsibility for one’s own actions
  • Listen actively to other perspectives and ideas
  • Give and receive meaningful feedback

Thinking
VIII. Critical thinking skills
  • Practise observing carefully in order to recognise problems
  • Gather and organize relevant information to formulate an argument
  • Recognise unstated assumptions and bias
  • Interpret data

Learning Experiences:
Critical thinking: Analyse concepts and projects into their constituent parts and synthesize them to create new understanding.

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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</thead>
<tbody>
<tr>
<td>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</td>
<td>Grammar: adjectives + declension (Nom., Akk.; Dat.), reflexive verbs, modal verbs wollen/sollen, Vocabulary: -personal belongings, home, TV, feelings - transports, vacations, weather, Communication: conflict Management, giving advice, mood and thoughts</td>
</tr>
</tbody>
</table>
Unit Title

MYP 4 German Unit 4:
Landeskunde DACHL: Staedte, Laender, Regionen und Traditionen (36 weeks (44 hours))
Authors: Nicole Bender

Key Concepts
Culture

Related Concepts
Language acquisition: Phases 1-2
- Meaning
- Message
- Patterns
- Word choice

Language acquisition: Phases 3-4
- Empathy
- Idiom
- Meaning
- Message
- Structure
- Word choice

Key & Related Concepts

Global context
Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding
Students learn to understand, that there are different cultures in the different
germanspeaking states (Germany, Austria, Switzerland, Liechtenstein). Students learn that
there is not only one german culture and the influence of the migration to the culture during
the last 50 years

Statement of Inquiry:
Different traditions and abilities connect people across the world, using universal themes
which express alldaylife beliefs and values. There is a part of individual and national identity
and may differ in the germanspeaking countries

Inquiry Questions:
F What do i already know about the different cities and regions? What is different? Which
are the different cultures? (like the turkish in Berlin or the balcans in Vienna): What can I
learn from the different cultures?

D Which traditions and values are regarded as universal?: Which traditions have italian
"Gastarbeiter" introduced in Germany?

C Which importance have cristian celebrations like "Weihnachten" and "Ostern" in our
days, in a society with different religions?: What has change in the traditions of the
celebrations in the last years?

Language acquisition

A: Comprehending spoken and visual text
  i. show understanding of messages, main ideas and supporting details in familiar
     situations
  ii. recognize basic conventions
  iii. engage with the spoken and visual text by identifying ideas, opinions and
       attitudes and by making a personal response to the text.

B: Comprehending written and visual text
  i. identify basic facts, main ideas and supporting details, and draw conclusions

C: Communicating in response to spoken and/or written and/or visual text
  i. respond appropriately to spoken, written and visual text in a limited range of
     familiar situations
**Unit Title**

- ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
- iii. use phrases to communicate ideas, feelings and information in familiar situations

**D: Using language in spoken and/or written form**

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

**Research**

**VI. Information literacy skills**

- Access information to be informed and inform others
- Present information in a variety of formats and platforms
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and implement intellectual property rights

**VII. Media literacy skills**

- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**Learning Experiences:**

Students will be given a rubric for the summative assessment. As the formative assessments take place, they will be reminded of the final product that will be expected. They will know what information and skills they are responsible for, This unit reinforces research, presentation and independent study skills. It will provide them with an understanding of the beliefs and behaviours of German speaking people

**Communication Learning Experiences:**

Besuch der Ausstellung "Espressionismo tedesco" und workshop

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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>inquiry, written expression, oral expression, descrizione della strada e orientamento in una città Feste e tradizioni, Tempi del passato (Preteritum e Perfekt) Konjunktiv II, musica attuale tedesca</td>
</tr>
</tbody>
</table>

**Savoir comment se comporter à l’école - Schulregeln (4 weeks)**

Authors: Nicole Bender

<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
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<tbody>
<tr>
<td>ATL</td>
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<tr>
<th>MYP Assessment Criteria</th>
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<tbody>
<tr>
<td>Knowledge and Skills</td>
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</table>

| Compétences spécifiques: lexique de la nécessité, du devoir, de l’interdiction: Modalverben, Imperativ und Formen des Imperativs |
Unit Title

MYP 3 German Unit 2: Regional and cultural geography of D/A/CH (22 weeks)
Authors: Esther Celli

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td></td>
<td>Perspective</td>
<td>Language acquisition: Phases 1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Context</td>
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<td></td>
<td></td>
<td>• Meaning</td>
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<table>
<thead>
<tr>
<th>Global context</th>
<th>Personal and cultural expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration to Develop:</td>
<td>Artistry, craft, creation, beauty</td>
</tr>
<tr>
<td></td>
<td>Metacognition and abstract thinking</td>
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</tbody>
</table>

| Conceptual Understanding | Students learn about the cultural expressions of German speaking countries. |

<table>
<thead>
<tr>
<th>Statement of Inquiry</th>
<th>Regional and cultural geography can be explored through the eyes of writers, artists and musicians, explorers and scientists of a country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Questions:</td>
<td>Cities of D/A/CH and its history: Where are the big attraction pools in German speaking countries and why had they become such?</td>
</tr>
<tr>
<td></td>
<td>Globalization and ecology: How can a country’s future be sustainable?</td>
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<tr>
<td></td>
<td>Writers and artist building cultural landscapes: How can a country be discovered through articles, books, music, art and food?</td>
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<table>
<thead>
<tr>
<th>Communication</th>
<th>I. Communication skills</th>
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<tbody>
<tr>
<td></td>
<td>• Give and receive meaningful feedback</td>
</tr>
<tr>
<td></td>
<td>• Use intercultural understanding to interpret communication</td>
</tr>
<tr>
<td></td>
<td>• Use a variety of speaking techniques to communicate with a variety of audiences</td>
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<tr>
<td></td>
<td>• Use appropriate forms of writing for different purposes and audiences</td>
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<td></td>
<td>• Negotiate ideas and knowledge with peers and teachers</td>
</tr>
<tr>
<td></td>
<td>• Read critically and for comprehension</td>
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<tr>
<td></td>
<td>• Read a variety of sources for information and for pleasure</td>
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<td></td>
<td>• Make inferences and draw conclusions</td>
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<td>• Use and interpret a range of discipline-specific terms and symbols</td>
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<thead>
<tr>
<th>Learning Experiences:</th>
<th>Informing others - convey messages in oral and written form to communicate</th>
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<tbody>
<tr>
<td></td>
<td>Internet research on German web sites and tourist guides: collecting, comprehending and summarizing information</td>
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<tr>
<th>Social</th>
<th>II. Collaboration skills</th>
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<tbody>
<tr>
<td></td>
<td>• Practise empathy</td>
</tr>
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<td></td>
<td>• Delegate and share responsibility for decision-making</td>
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<td></td>
<td>• Help others to succeed</td>
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<td></td>
<td>• Take responsibility for one’s own actions</td>
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<td></td>
<td>• Manage and resolve conflict and work collaboratively in teams</td>
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| Learning Experiences: | Accepting others: including accepting others’ ideas, respecting others’ points of view |

<table>
<thead>
<tr>
<th>Research</th>
<th>VI. Information literacy skills</th>
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Unit Title

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long-term memory
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems

Learning Experiences:

- Information literacy: evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Media literacy: locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks).
- Internet research on German web sites and tourist guides: collecting, comprehending and summarizing information
- Academic honesty

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

- inquiry, written expression, oral expression awareness, cognizance, Wien: tourist attractions, monuments, cultural peculiarities, crime novel "Ein Toter zu viel, Wiener Walzer - Wiener Blut" level A1/A2, München: history and art (museums), writing a tourist guide,
- different reading and writing techniques, Personal Project - German cities, Goethes Balladen: Erlkönig und Zauberlehrling, History: Die Berliner Mauer, German Expressionism and Bauhaus: Der Blaue Reiter und die Brücke

Feiern und Ferien- meine Freizeit
(11 weeks (30 hours))
Authors: Nicole Bender

Key & Related Concepts

- Key Concepts
  - Culture

- Global context
  - Exploration to Develop: Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

- Conceptual Understanding
  - Wie feiert man in deutschsprachigen Ländern? Wie verbringt der Jugendliche dort seine Freizeit

Statement of Inquiry:

- Celebrations and free-time reflect culture and heritage, in the family, in the community and nationwide. They are part of an individual and national identity and many differ from country to country. There are also commonalities which demonstrate intercultural connections and common values

Inquiry Questions:
What is a celebration? What is carnaval in Germany and Switzerland? Which celebrations are common in the German-speaking countries?

How do Germans spend their free time? Why are the vacancies so important in Germany?

To what extent do celebrations reflect cultural values? How can celebrations bring people of a similar culture closer together?

Communication

I. Communication skills

- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Write for different purposes

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills


MYP 3 German Unit 3: future plans (16 weeks)
Authors: Esther Celli

Key Concepts

- Change

Related Concepts

- Language acquisition: Phases 1-2
  - Accent
  - Conventions
  - Meaning
  - Word choice

Global context

- Orientation in space and time

  Exploration to Develop:
  Scale, duration, frequency and variability
  Peoples, boundaries, exchange and interaction

Conceptual Understanding

Statement of Inquiry:
The future belongs to those who believe in the beauty of their dreams. Eleanor Roosevelt

Inquiry Questions:
C Passions and interests: What do I have really passion for? How did or does that change?
D Hobbies and jobs: Where do I see myself in future?
F Past and future: Where can I tell about memories, events, projects, wishes and hopes?
D End of "Scuola Media": Why do things have to change?

Language acquisition

A: Comprehending spoken and visual text
• i. show understanding of messages, main ideas and supporting details in familiar situations
• ii. recognize basic conventions
• iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
• i. identify basic facts, main ideas and supporting details, and draw conclusions

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• iv. communicate with a sense of audience.

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use a variety of media to communicate with a range of audiences
• Interpret and use effectively modes of non-verbal communication
• Negotiate ideas and knowledge with peers and teachers

Learning Experiences:
Grammar structures and topic-related vocabulary will be assessed regularly during the work on the units. This assessment will not only have an influence on the final grade but will give feedback on the level of language skills mastered.

Oral tasks: e.g. role-plays, speeches, presentations, interviews

Visual tasks: e.g. posters, advertisements, video clips, graphs, brochures

Reading tasks e.g. newspaper articles, simple texts, timetables and Flyers

Written tasks: e.g. short texts, quiz, poster project, e-mails, diary and blog entries

Social
II. Collaboration skills
• Use social media networks appropriately to build and develop relationships
• Practise empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one’s own actions
• Encourage others to contribute

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**MYP Assessment Criteria**

**A: Comprehending spoken and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form**

**Knowledge and Skills**

Grammar: set phrases and idioms related to the Topics, future verbs, auxiliar verb werden, Genitiv + prepositions, sentence construction. Vocabulary: instruments, IT, Jobs, dreams, journeys and travel itineraries, Communicating: future plans, passions and desires, express beliefs and expectations, personal viewpoint and consideration
Spanish (MYP 3)

Una clase de leyenda
(10 weeks (30 hours))

Authors:

Key & Related Concepts

Key Concepts
Culture

Global context

Personal and cultural expression

Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

Statement of Inquiry:
El conocimiento del pasado nos ayuda a comprender el presente y a prepararnos para el futuro.

Inquiry Questions:
F: ¿Cómo distinguimos una leyenda de un hecho histórico? ¿Cuáles son las leyendas principales durante el descubrimiento de América?
C: ¿Por qué son tan importantes las leyendas si son consideradas historias de ficción? ¿Hay leyendas comunes entre España e Italia?
D: ¿Qué sucedería si no existiesen las leyendas? ¿Por qué debemos estudiar historia?

Language acquisition

A: Comprehending spoken and visual text
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

D: Using language in spoken and/or written form
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices

Communication

I. Communication skills
- Use intercultural understanding to interpret communication
- Read critically and for comprehension
- Take effective notes in class

Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
**Unit Title**

- Keep an organized and logical system of information files/notebooks

**MYP Assessment Criteria**
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**
Gramática: los tiempos del pasado: pretérito pluscuamperfecto, pretérito imperfecto, pretérito perfecto y pretérito indefinido, formas y usos. la partícula "se" impersonal. la finalidad "para + INFINITIVO". el superlativo absoluto y relativo, y sus formas irregulares., Léxico: el que aparece en los textos orales y escritos. los números hasta 100. pesos y medidas., Comunicación: marcadores y ordenadores textuales. partículas desde, hace y desde hace.

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**La Importancia del Pasado**
*(10 weeks (30 hours))*
**Authors:** Tahelmar Caraballo

**Key Concepts**
- Perspective

**Related Concepts**
- Language acquisition: Phases 1-2
  - Context
  - Meaning
- Language acquisition: Phases 3-4
  - Context
  - Point of view
  - Structure

**Global context**
- **Orientation in space and time**
  - *Exploration to Develop:*
    - Scale, duration, frequency and variability

**Conceptual Understanding**

**Statement of Inquiry:**
La importancia de comprender la relación entre los pasados y las diferencias de uso.

**Inquiry Questions:**
- **C**: ¿Por qué es importante conocer nuestro pasado y los pasados?
- **D**: ¿Qué podemos aprender a través de la música y los instrumentos musicales?
- **F**: ¿Qué conceptos comunes se hallan en casi todos los procesos históricos?

**Language acquisition**

**A: Comprehending spoken and visual text**
- i. show understanding of messages, main ideas and supporting details in familiar situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

**B: Comprehending written and visual text**
- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

**C: Communicating in response to spoken and/or written and/or visual text**
• i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar situations
• iv. communicate with a sense of audience.

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas and use a range of basic cohesive devices
• iii. use language to suit the context.

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use appropriate forms of writing for different purposes and audiences
• Interpret and use effectively modes of non-verbal communication
• Read critically and for comprehension
• Make inferences and draw conclusions
• Take effective notes in class

Social
II. Collaboration skills
• Practise empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Listen actively to other perspectives and ideas
• Encourage others to contribute

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Bring necessary equipment and supplies to class
• Select and use technology effectively and productively

Affective skills
• Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification
• Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Use memory techniques to develop long-term memory
• Process data and report results

Thinking
VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Interpret data
• Draw reasonable conclusions and generalizations

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form
### Unit Title

#### Knowledge and Skills


### Artículos sobre el mundo hispano

**(30 weeks (39 hours))**  
**Authors:** Tahelmar Caraballo

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Language acquisition: Phases 1-2</td>
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<tr>
<td></td>
<td>Context</td>
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<td></td>
<td>Meaning</td>
</tr>
</tbody>
</table>

#### Key & Related Concepts

- **Personal and cultural expression**

#### Global context

- **Exploration to Develop:**  
  Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

### Conceptual Understanding

**Statement of Inquiry:**

Gracias a la cultura conseguimos comprender otras realidades.

**Inquiry Questions:**

- **F:** ¿Cómo puedo ampliar mi cultura?  
- **C:** ¿Qué aspectos debo ampliar intelectualmente?  
- **D:** ¿Por qué necesitamos ampliar nuestra cultura?

### MYP Assessment Criteria

**Knowledge and Skills**

- A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

### Knowledge and Skills

- La escuela que me gustaría.
  **(2 weeks)**  
  **Authors:**

#### Conceptual Understanding

- **ATL**  
  Thinking

#### MYP Assessment Criteria

#### Knowledge and Skills

Análisis de la situación actual y nuevas propuestas.
Unit Title

Don Quijote de la Mancha
(1 week)

Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

-Vocabulario relacionado con la obra (descripción de los personajes, diálogos) - Gramática: repaso de presente/pretérito perfecto.

La Naturaleza y la Cultura
(12 weeks (30 hours))

Authors:

Key & Related Concepts

Key Concepts

Culture

Orientation in space and time

Exploration to Develop:
Natural and human landscapes and resources

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:

F : *Qué es la cultura?
F : *Qué es la naturaleza?
C : Por qué es necesario que el ser humano viva en armonía con la naturaleza que lo rodea?
D : Hasta qué punto la cultura humana puede considerarse como parte de la naturaleza?

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make effective summary notes for studying

ATL

Social

II. Collaboration skills

- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Give and receive meaningful feedback

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
• Plan strategies and take action to achieve personal and academic goals
• Bring necessary equipment and supplies to class

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to overcome impulsiveness and anger
• Self-motivation
  - Practise positive thinking
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)

VI. Information literacy skills
• Collect, record and verify data
• Make connections between various sources of information
• Process data and report results

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

VIII. Critical thinking skills
• Interpret data
• Evaluate evidence and arguments
• Consider ideas from multiple perspectives

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make unexpected or unusual connections between objects and/or ideas

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Mi futuro. Habilidades, vocación, planes y deseos.
(13 weeks (36 hours))
Authors: Tahelmar Caraballo

Key & Related Concepts

Key Concepts

Related Concepts
Identity

Language acquisition: Phases 1-2
- Meaning
- Purpose

Language acquisition: Phases 3-4
- Meaning
- Purpose

Identities and relationships

Global context

*Exploration to Develop:*
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Es importante relacionar nuestra vocación con nuestras habilidades y capacidades al pensar en nuestro futuro.

Statement of Inquiry:

Conocer nuestras capacidades y habilidades nos ayuda a vislumbrar las actividades que podriamos desarrollar a futuro.

Inquiry Questions:

F: ¿Qué me gustaría hacer en el futuro?
C: En qué modo podría proyectar las habilidades y capacidades que poseo?
C: Por qué es importante reflexionar sobre nuestras capacidades, habilidades, deseos y perspectivas de futuro?
F: ¿Qué significan los conceptos de vocación, aptitud, habilidad, capacidad?
D: Podemos decir que toda persona posee numerosas capacidades y habilidades para realizar diversas actividades laborales durante su vida?

Communication

I. Communication skills
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Take effective notes in class
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Keep an organized and logical system of information files/notebooks

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
  - Practise being aware of body–mind connections
- Perseverance
  - Demonstrate persistence and perseverance
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to prevent and eliminate bullying
- Practise strategies to reduce stress and anxiety
  • Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise positive thinking
  • Resilience
  - Practise dealing with disappointment and unmet expectations

V. Reflection skills
- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - What factors are important for helping me learn well?

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges

IX. Creative thinking skills
- Create novel solutions to authentic problems
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills
- Apply skills and knowledge in unfamiliar situations
- Combine knowledge, understanding and skills to create products or solutions

MYP Assessment Criteria
- A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
- Léxico: Profesiones, medio ambiente y animales.
- Comunicación: hablar de profesiones, planes futuro y opinar.
- Cultura: la naturaleza.

Viajando por América Latina
(9 weeks (27 hours))
Authors:
**Unit Title**

**ATL**

- Communication

**MYP Assessment Criteria**

### Knowledge and Skills

Conocer geografía, tradiciones y cultura de América Latina. Ampliación de vocabulario sobre estas temáticas y consolidación de gramática.

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**Órdenes y consejos**

(13 weeks (39 hours))

**Authors:** Tahelmar Caraballo

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**Key & Related Concepts**

**Key Concepts**

- Creativity

**Global context**

Exploration to Develop:

- Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

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### Conceptual Understanding

#### Statement of Inquiry:

**Inquiry Questions:**

- **F:** Cuánto poder tienen los medios de comunicación?
- **C:** Por qué es importante analizar la publicidad?
- **D:** Cómo selecciono la información fiable?

---

**Communication**

1. **Communication skills**
   - Give and receive meaningful feedback
   - Use appropriate forms of writing for different purposes and audiences
   - Interpret and use effectively modes of non-verbal communication
   - Negotiate ideas and knowledge with peers and teachers
   - Read critically and for comprehension
   - Make inferences and draw conclusions
   - Take effective notes in class

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**Social**

2. **Collaboration skills**
   - Practise empathy
   - Help others to succeed
   - Take responsibility for one's own actions
   - Manage and resolve conflict and work collaboratively in teams

---

**Self-management**

3. **Organization skills**
   - Plan short- and long-term assignments; meet deadlines
   - Create plans to prepare for summative assessments (examinations and performances)
   - Bring necessary equipment and supplies to class
   - Select and use technology effectively and productively

---

**IV. Affective skills**

- Mindfulness
- Practise focus and concentration
  - Perseverance
  - Demonstrate persistence and perseverance

Research

VI. Information literacy skills
  • Collect, record and verify data
  • Access information to be informed and inform others
  • Make connections between various sources of information

Thinking

VIII. Critical thinking skills
  • Interpret data
  • Evaluate evidence and arguments
  • Recognise and evaluate propositions

IX. Creative thinking skills
  • Consider multiple alternatives, including those that might be unlikely or impossible

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<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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<tbody>
<tr>
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<td>Gramática: Presente de subjuntivo: algunos usos. Imperativo afirmativo y negativo: forma y uso., Léxico: medios de comunicación., Comunicación: conceder y denegar permiso, hacer valoraciones., Cultura: la televisión e internet.</td>
</tr>
</tbody>
</table>

Libro de lectura: "La princesa del Ártico" C. Planas (3 weeks)

Authors:

Conceptual Understanding

ATL Communication

English (MYP 3)

Unit Title

MYP3 Grammar and Composition
(30 weeks (60 hours))
Authors: Elizabeth Coykendall Rice, Carole Stansfeld

Key Concepts

Communication

Related Concepts

Language acquisition: Phases 3-4
- Conventions
- Purpose
- Structure

Global context

Personal and cultural expression

Exploration to Develop:
Unit Title

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Building on prior grammar knowledge from MYP1 and MYP2 students will continue to improve their grammar and communication skills in MYP3.

Statement of Inquiry:

Effective communication requires clear purpose as well as a knowledge of conventions, in order for people to express feelings and ideas

Inquiry Questions:

C: How can I better communicate my ideas and opinions in the English language?

Language acquisition

A: Comprehending spoken and visual text
   • ii. understand conventions

B: Comprehending written and visual text
   • ii. understand basic conventions including aspects of format and style, and author’s purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
   • iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

D: Using language in spoken and/or written form
   • i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ATL

Communication

I. Communication skills
   • Use appropriate forms of writing for different purposes and audiences

Social

II. Collaboration skills
   • Take responsibility for one’s own actions
   • Listen actively to other perspectives and ideas

Self-management

III. Organization skills
   • Plan short- and long-term assignments; meet deadlines
   • Bring necessary equipment and supplies to class

Thinking

VIII. Critical thinking skills
   • Practise observing carefully in order to recognise problems

MYP Assessment Criteria

Language acquisition:

• A: Comprehending spoken and visual text
• B: Comprehending written and visual text
• C: Communicating in response to spoken and/or written and/or visual text
• D: Using language in spoken and/or written form

Knowledge and Skills

Italian (MYP 3)

Unit Title

MYP1-MYP3 ITALIAN UNIT 1:
Conoscere la lingua: parlare, scrivere, analizzare (4 weeks)
Authors: Sarina Gosio, Michela Uzzauto, Luca Secondo, Erika Taretto

Key & Related Concepts

Key Concepts
- Communication
- Form

Related Concepts
- Language and literature
  - Context
  - Self-expression
  - Structure
  - Style

Global context

Personal and cultural expression

Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Conoscere la struttura della lingua e le leggi che la governano ci aiuta a sviluppare una comunicazione efficace e adeguata ad ogni contesto comunicativo.

Statement of Inquiry:
Passo passo lungo il corso dell’anno si approfondirà la conoscenza delle strutture grammaticali e linguistiche. La produzione orale e scritta di testi descrittivi, narrativi e soggettivi.

Inquiry Questions:

C Conoscere le parti del discorso e la loro funzione nella frasemi aiuta ad esprermemi meglio?: Come posso approfondire la conoscenza della lingua madre?

D conoscere bene la struttura e il funzionamento della mia lingua madre mi aiuta ad apprendere più consapevolmente le altre lingue?: Come migliora il mio apprendimento delle altre lingue se conosco bene la struttura della mia lingua madre?

F Imparare a conoscere la lingua e ad utilizzarla con pertinenza per una migliore efficacia comunicativa in diversi contesti di apprendimento.: La lingua madre italiano è complessa e articolata, La conosco davvero? So usarla?

Language and literature

A: Analysing
- identify and comment upon significant aspects of texts
- identify and comment upon the creator’s choices
- justify opinions and ideas, using examples, explanations and terminology
- identify similarities and differences in features within and between texts.

B: Organizing
- employ organizational structures that serve the context and intention
- organize opinions and ideas in a logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text
- produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to support ideas.

D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in an appropriate register and style
• use correct grammar, syntax and punctuation
• spell (alphabetic languages), write (character languages) and pronounce with accuracy
• use appropriate non-verbal communication techniques.

Communication

I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences

Self-management

III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Bring necessary equipment and supplies to class

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance

Thinking

VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Formulate factual, topical, conceptual and debatable questions
• Identify obstacles and challenges

MYP Assessment Criteria
A: Analysing, B: Organizing, C: Producing text, D: Using language

Knowledge and Skills


nuove sensibilità: la letteratura dal Romanticismo ai giorni nostri
(22 weeks (44 hours))
Authors: Sarina Gosio

Key Concepts
Aesthetics
Culture
Development
Identity
Perspective

Related Concepts
Language and literature
• Context
• Point of view

Global context
Personal and cultural expression

Exploration to Develop:
**Unit Title**

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

<table>
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<tr>
<th>Conceptual Understanding</th>
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<tbody>
<tr>
<td>le radici del pensiero contemporaneo affondano nel passaggio all’epoca romantica: la nostra sensibilità ha radici comuni.</td>
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</table>

**Statement of Inquiry**

la cultura del nostro tempo discende direttamente dalle esperienze e dalle sperimentazioni romantiche e preromantiche. Un nuovo modo di pensare e di sentire che appartiene al novecento ma anche alla sensibilità dei primi decenni del nuovo millennio, permettendo un’identificazione e partecipazione nel sentire e nell’esprimenre

**Inquiry Questions:**

D conosce le linee di pensiero e le esperienze della letteratura aprire dal Romanticismo, per comprendere le radici di un nuovo modo di sentire e di interpretare la realtà: lontani ma così facili da sentire, poesia e prosa da Foscolo a Montale mi somigliano? mi appartengono?

D conosce le linee di pensiero e le esperienze della letteratura aprire dal Romanticismo, per comprendere le radici di un nuovo modo di sentire e di interpretare la realtà: lontani ma così facili da sentire, poesia e prosa da Foscolo a Montale mi somigliano? mi appartengono?

---

**MYP Assessment Criteria**

**Knowledge and Skills**

**MYP3 ITALIAN UNIT 2: Nuove prospettive e sensibilità: la letteratura dell’Ottocento (14 weeks (28 hours))**

**Authors:** Michela Uzzauto, Luca Secondo

**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tr>
<td>Connections</td>
<td>Language and literature</td>
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<tr>
<td>Perspective</td>
<td>• Context</td>
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<td>• Self-expression</td>
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<td>• Theme</td>
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</table>

**Global context**

Personal and cultural expression

**Conceptual Understanding**

Affrontare diverse prospettive e punti di vista rafforza la capacità di trovare collegamenti nei vari contesti.

**Statement of Inquiry**

La letteratura dell’Ottocento offre diversi punti di vista e prospettive che permettono di fare collegamenti a vari contesti e argomenti. Si affronteranno opere letterarie che sono specchio dell’epoca studiata e a ciò si legherà lo studio del contesto storico, culturale e sociale.

**Inquiry Questions:**

D: Quali sono gli autori e le opere principali dell’Ottocento?
C: Quali concetti e sensazioni cercano di comunicare gli autori di questo periodo?

D: Le sensazioni e le prospettive di questi autori mi colpiscono in qualche modo? Le condivido?

Language and literature

A: Analysing
- identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
- identify and explain the effects of the creator’s choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- interpret similarities and differences in features within and between genres and texts.

B: Organizing
- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

D: Using language
- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Write for different purposes
- Paraphrase accurately and concisely
- Take effective notes in class
- Make effective summary notes for studying
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Social

II. Collaboration skills
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Give and receive meaningful feedback

Research

VI. Information literacy skills
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information

VII. Media literacy skills
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Compare, contrast and draw connections among (multi)media resources

Thinking

VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
Unit Title

- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries

**X. Transfer skills**
- Utilize effective learning strategies in subject groups and disciplines
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies

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**MYP Assessment Criteria**

- A: Analysing, B: Organizing, D: Using language

**Knowledge and Skills**


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**MYP3 ITALIAN UNIT 3: Invalsi, narrativa, mappe concettuali**

(4 weeks)

**Authors:** Michela Uzzauto, Luca Secondo

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**Key & Related Concepts**

- Key Concepts: Communication, Connections
- Related Concepts: Language and literature, Purpose, Structure, Style

**Global context**

- Personal and cultural expression

**Conceptual Understanding**

- Per strutturare un discorso su diversi argomenti è importante saper usare diversi registri linguistiche e stili e saper fare collegamenti.

**Statement of Inquiry:**

Sapere comunicare in modo efficace in diversi contesti non può prescindere dall’utilizzo di diversi stili e registri linguistici attraverso cui ognuno di noi deve sapersi esprimere.

**Inquiry Questions:**

- **F**: In che modo posso affrontare la prova invalsi?
- **F**: Qual è la struttura di un testo argomentativo? E di una relazione? E di un testo soggettivo?
- **C**: In che modo posso individuare i concetti fondamentali che stanno alla base di una mappa concettuale?
- **C**: Quali tipi di narratore posso trovare in un testo?
- **C**: Quali sono le strutture e gli elementi principali della narratologia?

**ATL**

- Language and literature
- A: Analysing
Unit Title

- identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
- identify and explain the effects of the creator’s choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- interpret similarities and differences in features within and between genres and texts.

B: Organizing
- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text
- produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.

D: Using language
- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep an organized and logical system of information files/notebooks

IV. Affective skills
- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification
- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking

V. Reflection skills
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?

Research
VI. Information literacy skills
- Make connections between various sources of information
Thinking

VIII. Critical thinking skills

• Evaluate evidence and arguments
• Recognise and evaluate propositions
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives
• Develop contrary or opposing arguments
• Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
• Propose and evaluate a variety of solutions

IX. Creative thinking skills

• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Create novel solutions to authentic problems

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<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Analysing, B: Organizing, C: Producing text, D: Using language</th>
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<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>Scrivere: riassunto strutturato, testo argomentativo, testo soggettivo, relazione., Elementi di narratologia: personaggi, tempi e luoghi, narratore, focalizzazione, spannung, sequenze descrittive, narrative, dialogiche, riflessive, argumentative., Prova INVALSI: come affrontarla, come correggere gli errori., Come strutturare una mappa concettuale.</td>
</tr>
</tbody>
</table>

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**MYP3 ITALIAN UNIT 4: Un nuovo modo di scrivere: la letteratura del Novecento**  
(15 weeks (30 hours))  
**Authors:** Michela Uzzauto, Luca Secondo

---

**Key Concepts**
- Change

**Related Concepts**
- Language and literature
  - Context
  - Genres
  - Point of view
  - Self-expression

---

**Global context**
- Orientation in space and time

---

**Conceptual Understanding**
Il modo di fare letteratura cambia per quanto riguarda i generi, il contesto e il punto di vista degli autori.

---

**Statement of Inquiry:**
Nel Novecento il modo di scrivere cambia: gli autori devono fare i conti con un mondo in cambiamento, sconvolto dalle guerre e da ciò che ne deriva. Il loro modo di esprimersi e il loro punto di vista cambiano, provocando di conseguenza un cambiamento anche nei generi letterari tradizionali, che vengono innovati.

---

**Inquiry Questions:**
- F: Quali sono gli autori e le opere principali del Nocevento?
- F: Quali eventi storici provocano un cambiamento nel modo di fare letteratura?
- C: In che modo gli autori esprimono i concetti alla base della loro espressività ed emotività?
- C: In che modo posso immedesimarmi con i concetti espressi dagli autori?
D: La letteratura è destinata a cambiare ancora? Come?

Language and literature
A: Analysing
• identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
• identify and explain the effects of the creator’s choices on an audience
• justify opinions and ideas, using examples, explanations and terminology
• interpret similarities and differences in features within and between genres and texts.
B: Organizing
• employ organizational structures that serve the context and intention
• organize opinions and ideas in a coherent and logical manner
D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in an appropriate register and style
• use correct grammar, syntax and punctuation
• spell (alphabetic languages), write (character languages) and pronounce with accuracy
• use appropriate non-verbal communication techniques.

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Paraphrase accurately and concisely
• Preview and skim texts to build understanding
• Take effective notes in class
• Make effective summary notes for studying

Social
II. Collaboration skills
• Listen actively to other perspectives and ideas
• Encourage others to contribute

Research
VI. Information literacy skills
• Make connections between various sources of information

Music (MYP 3)

Unit Title

Moods in music
(6 weeks (12 hours))
Authors: Elena Carrara

Key Concepts
Communication

Key & Related Concepts
Arts
• Composition

Knowledge and Skills
Statement of Inquiry:
The specific structure of a music piece can help express and communicate different moods.

Inquiry Questions:
F: How can we define a scale in music and what are the most common scales used?
C: How are chords used to express the different moods in music?
D: In what other ways can we express emotions when composing music?

Arts
A: Knowing and understanding
• i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

Social
II. Collaboration skills
• Help others to succeed
• Give and receive meaningful feedback

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class

MYP Assessment Criteria
A: Knowing and understanding, B: Developing skills

Knowledge and Skills
- intervals - scales: major, minor, pentatonic - triad chord and inversions

From Classicism to Romanticism
(6 weeks (12 hours))
Authors: Elena Carrara

Key Concepts
Change
Global interaction

Related Concepts
Arts
• Innovation
• Role

Global context
Orientation in space and time

Conceptual Understanding

Statement of Inquiry:
Changes in society and in the role of the musician from the classical to the romantic period can be understood by looking at the innovations brought by the life and works of Ludwig van Beethoven.

Inquiry Questions:
Unit Title

What innovations did Beethoven bring to music?
How can society influence the music of a specific time?
Does music have the power to overcome certain handicaps?

Communication
I. Communication skills
• Give and receive meaningful feedback
• Negotiate ideas and knowledge with peers and teachers
• Take effective notes in class
• Make effective summary notes for studying
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media
• Structure information in summaries, essays and reports

Learning Experiences:
Students will have to be able to communicate in a written and oral way their knowledge of the unit. In helping them they will create mind maps, answer questions and listen to the music of Beethoven.

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks

IV. Affective skills
• Perseverance - Demonstrate persistence and perseverance

V. Reflection skills
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Keep a journal to record reflections

Learning Experiences:
Students will have to organize their work at home and in class in order to prepare for their summative assessment test and performance and to gather information for their research.
They will have to keep track of their work and progress on their process journal creating deadlines and how they intend to achieve their final goal.

MYP Assessment Criteria
A: Knowing and understanding, B: Developing skills, C: Thinking creatively, D: Responding

Knowledge and Skills

The Romantic period
(12 weeks (24 hours))
Authors: Elena Carrara

Key Concepts
Change
Time, place and space

Related Concepts
Arts
• Innovation
• Role
Orientation in space and time

Global context

Exploration to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

Statement of Inquiry:
The changes brought by the many innovations of the 19th century lead to a new role of the musician in society.

Inquiry Questions:
F: What are the political, social and cultural innovations of the Romantic Period?
C: How can the changes of society influence a music of a specific time?
D: Which music form can best represent the Romantic spirit?

ATL

MYP Assessment Criteria

Knowledge and Skills
- Introduction to the Romantic Period: the political situation, society, the role of the musician and music. - Chopin - Liszt and Paganini: The virtuoso performers - Ciakovsky: The ballet - Giuseppe Verdi: Opera

The twentieth century music
(8 weeks (16 hours))
Authors: Elena Carrara

Visual arts (MYP 3)

Unit Title

Make an Impression: the study of why art revolutionised in France at the turn of the century.
(12 weeks (20 hours))
Authors: Katherine Terlato, Chiara Lanciano

Key & Related Concepts

Key Concepts
Culture

Related Concepts
- Arts: Visual arts
  - Innovation
  - Style
- Language acquisition: Phases 1-2
  - Conventions
  - Meaning
  - Patterns

Global context

Orientation in space and time
Unit Title

Visual arts: The artistic turning point that created the base for modern/contemporary art. The study of social structure in France and the first downfall of ‘traditionalism’ and art run by academics. The journey of the Impressionists who fought for their ideals as social outcasts The breakdown of boundaries, creatively, technically and socially

French: Dans quel contexte l’impressionnisme s’est-il développé? en réaction à quoi?

 Exploration to Develop:
Peoples, boundaries, exchange and interaction

Conceptual Understanding

• Looking at a change in the beliefs of the people, thus art
• Studying the changing perspective of what was acceptable in art and understanding why
• How the beliefs of such artists grew to be acceptable
• The artists ability to create a following and a community of Impressionists.
• looking at the shared values of this community

Statement of Inquiry:

Artistic and social revolution at the turn of the century: How it started and the consequences it brought.

Inquiry Questions:

F: How did the Impressionists change and shape the history of art?
C: Which artist made revolutionised art the most and why?
C: Where can we find remnants of the Impressionists in art today?

Arts
A: Knowing and understanding
• iii. use acquired knowledge to inform their artwork.

Language acquisition
B: Comprehending written and visual text
• i. identify basic facts, main ideas and supporting details, and draw conclusions
• ii. recognize basic conventions including aspects of format and style, and author's purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas and use a range of basic cohesive devices
• iii. use language to suit the context.

ATL

Communication
I. Communication skills
• Collaborate with peers and experts using a variety of digital environments and media
• Structure information in summaries, essays and reports

Learning Experiences:

Les élèves seront invités à communiquer leur opinion sur les différentes techniques impressionnistes et leurs sentiments à l’égard de tableaux de célèbres artistes

Thinking
IX. Creative thinking skills
• Apply existing knowledge to generate new ideas, products or processes

Learning Experiences:

• Students will take technical skills gained and combine it with the knowledge learned regarding Impressionists techniques to create their own art works.
 unit Title

- Three kinds of artworks will be realised: watercolour landscape, lino print, painting in
  Impressionist style

MYP Assessment Criteria

Interdisciplinary:
- B: Synthesizing

Arts:
- A: Knowing and understanding
- B: Developing skills
- C: Thinking creatively
- D: Responding

Language acquisition:
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Knowledge and Skills

ART: Knowledge from the previous unit will help them prepare and understand the change
in standards applied by the Impressionists. Technical skills gained in MYP1,2 and the first
trimester of MYP3 will help them create their practical works with more independence and
creativity.

FRENCH: La découverte de l'Impressionnisme à travers des documents sur
internet aidera les élèves à faire la synthèse de ceux qu'ils ont appris en art et en français
sur le sujet. Ils seront amenés à analyser et à interpréter ces informations en groupe.

MYP3: ENG. Unit 3 Romanticism:
The new frontier
(11 weeks (55 hours))
Authors: Katherine Terlato,
ManageBac Support, Donna Lee
Perez, Carole Stansfeld

Key & Related Concepts

Key Concepts
- Change

Related Concepts
- Arts: Visual arts
  - Boundaries
  - Innovation

Global context

Visual arts: This inquiry marks the beginning of the biggest change in the mentality
and aesthetics of art and literature. It marks one of the most important evolutions of art
and the consequences it had for society in northern Europe and France. By
understanding the Romantic period, we are able to then better understand its
repercussions on France at the end of the 1800s, or rather, the Impressionist period, and
how it began.

Explanation to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

- Romanticism involved a change in mentality, using new philosophical thought and
  creating art and poetry based on emotion
- This form of art and poetry was innovative and forward thinking as it stepped out of the
classical art and literature boundaries that were in place for years and created a new,
emotionally driven art and literature (poetry)
- It changed the history of art dramatically, helping lead the change to one of the biggest
art movements in the world: Impressionism

Statement of Inquiry:

Turning points in art history and in literature and the importance of cultural and artistic
revolution.

Inquiry Questions:
Unit Title

How and why did Romanticism change the artistic and literary world?

What were the most important steps taken by Romantic artists and writers that helped change the mentality of the public towards artistic culture?

What other ideas could have furthered the development of landscape and seascape and helped change the public view towards Romantic art? What elements of the Romantic period remains in our literature and media today?

Arts

A: Knowing and understanding
  i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

Self-management

IV. Affective skills
  • Mindfulness
    - Practise focus and concentration
    - Practise strategies to develop mental focus
    - Practise strategies to overcome distractions

V. Reflection skills
  • Consider content
    - What did I learn about today?
    - What don’t I yet understand?
    - What questions do I have now?

Learning Experiences:

• Students will be put in to study groups in order to share information and help each other in understanding the topic and create a more energetic atmosphere
• Individual study, both at home and in the class room
• Group discussion and reading of the subject in order to enhance inquiry
• Reading of related texts in short bursts, interrupted by question and discussion time, to help keep the class focused and on track.
• Students given time in class to reflect on their own study, utilising the questions in ATL (consider content) to help them understand what they need to work on.

Interdisciplinary:

• A: Disciplinary grounding
• C: Communicating

Arts:

• A: Knowing and understanding
• D: Responding

Knowledge and Skills

Students will study the history of the period before the test, refering back to MYP2 studies of the Renaissance and Baroque art in order to help them understand how this period revolutionised art. Prior knowledge on analysing an artwork will be transfered form MYP2 studies on Botticelli. Prior knowledge in basic painting techniques will help the students to understand the change in techniques in the Romantic period. English B • Students will be able to identify the major themes of English Romantic poetry. • Students will better understand the historical origins of English Romantic poetry. • Students will better understand the genre of English Romantic poetry. • Students will identify the major English Romantic poets. • Students will better analyze figurative language of Romantic poetry, including simile, metaphor and personification. • Students will better recognize the presence of poetic sound devices such as alliteration, assonance and rhyme. • Students will have a working knowledge of the forms Romantic poetry can take. • Students will acquire presentation skills by demonstrating appropriate consideration of audience and purpose. • Students will learn to work independently as well as in groups of their peers. • Students will learn to accept and give constructive criticism from an audience of their peers. • Students will recognize and properly cite credible resources, including those found on the Internet.
Unit Title

The Avant Garde and the Future of Art (9 weeks (18 hours))
Authors: Katherine Terlato

Key Concepts

- Change

Related Concepts

- Arts: Visual arts
  - Boundaries
  - Composition
  - Expression

Identities and relationships

To understand how the identity of the artist changed through his art. Looking at how art became a concept as well as an image, and how it then moved forward to only be a concept. Concepts to explore are looking at what role emotions play in our everyday lives and how they can be expressed in art. This is important for the understanding and history of contemporary art.

Exploration to Develop:

Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding

- Major changes in art and what caused them
- How the mind and psyche played a role in the revolution of art at the turn of the 20thC
- How techniques and aesthetics evolved beyond realism to representative/conceptual art
- Studying how expressing oneself through art shows more than a picture

Statement of Inquiry:

The Avant Garde shaping the world: Changing mentality, changing history.

Inquiry Questions:

- C: How can thought provoke concepts in art?
- F: Which artists helped shape this artistic revolution and what were their contributions?
- D: Which art movements changed contemporary art more and how?

ATL

Arts

A: Knowing and understanding
- i. demonstrate knowledge of the role of the art form in original or displaced contexts

Thinking

VIII. Critical thinking skills
- Consider ideas from multiple perspectives

Learning Experiences:

students will learn the thought process and methods behind the Avant Garde artists. They will be encouraged to try to apply this thought process and use the basic technical methods of Matisse in order to create their own artwork 'mini-matisse'.

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills

theory from the previous unit will be continued into this one, continuing the understanding of the revolution of art, specifically Expressionism/Munch, Cubism/Picasso, Abstract art/Matisse. Practical skills will be enhanced, based on previous technical skills learned in MYP1 and 2.
History (MYP 3)

Unit Title

MYP3: Eng. Unit 2 Conflicts among Individuals & Societies (9 weeks (45 hours))
Authors: Donna Lee Perez, Carole Stansfeld

Key & Related Concepts

Key Concepts
- Time, place and space

Related Concepts
- Individuals and societies: History
  - Causality (cause and consequence)
  - Conflict
  - Ideology

Global context

Orientation in space and time

Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Conceptual Understanding

Students read the book, Milkweed, by Spinelli, learning about the war from a young Polish boy’s perspective. This literary perspective allows the students to see how time, place and conflict are linked in literature and history.

Statement of Inquiry

By studying History and Literature we can better understand our past and explore the consequences of conflict and power.

Inquiry Questions:
D: How does the book mirror the historical events of WW1?
D: Is war a solution to international conflicts?

Language acquisition

A: Comprehending spoken and visual text
  iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B: Comprehending written and visual text
  ii. understand basic conventions including aspects of format and style, and author’s purpose for writing
  i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
  iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

C: Communicating in response to spoken and/or written and/or visual text
  iv. communicate with a sense of audience and purpose.

D: Using language in spoken and/or written form
  i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
  ii. organize information and ideas and use a range of basic cohesive devices

Communication

I. Communication skills
  • Use appropriate forms of writing for different purposes and audiences
  • Read critically and for comprehension
Interdisciplinary:
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

Language acquisition:
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Students will have read War Horse as part of their summer reading and will explore the use of technology in WWI and see the film. Then we will read Milkweed by Spinelli which covers the occupation of Poland in WWII showing the German, Polish and Roma perspectives to the war. In addition, students will write a variety of text types (diary, journal, article, letter, etc.) and further develop their knowledge of literary devices.

Geography (MYP 3)

climates and habitats
(4 weeks (12 hours))
Authors: Luca Secondo

Evolution and tectonics (4 weeks)
Authors: Alice Delfino
Humanities (MYP 3)

Unit Title

the Italian unification
(8 weeks (24 hours))
Authors: Ottilia Braccini, Luca Secondo

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<tr>
<th>Key Concepts</th>
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<td>Identity</td>
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<td>Causality (cause and consequence)</td>
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<td>Processes</td>
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Global context

Orientation in space and time

Exploration to Develop:
Peoples, boundaries, exchange and interaction

Conceptual Understanding

students reflect on the unification of Italy and identify the role of individuals in historical processes

Statement of Inquiry:
National identity is the result of long processes and causality, affected by space and time

Inquiry Questions:

F : How did Italy reach unification?  
C : How was the Italian identity shaped?  
D : What were the pros and cons of the unification for the Italian population?

Communication

I. Communication skills

• Read critically and for comprehension  
• Make inferences and draw conclusions  
• Use and interpret a range of discipline-specific terms and symbols  
• Take effective notes in class  
• Make effective summary notes for studying

Thinking

VIII. Critical thinking skills

• Gather and organize relevant information to formulate an argument  
• Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

MYP Assessment Criteria

A: Knowing and understanding, D: Thinking critically

Knowledge and Skills

Italy after the Congress of Vienna, Carboneria and Giovine Italia, 1848 Revolutions in Europe and in Italy, The role of Piedmont, France, the Papacy in the process of unification, The role of Garibaldi, The "questione romana", comparison between Italian and German unification

climates and habitats
(8 weeks (16 hours))
Authors: Luca Secondo

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<td>Identity</td>
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<td><strong>Unit Title</strong></td>
<td>Time, place and space</td>
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**Global context**

**Orientation in space and time**

- Exploration to Develop:
  - Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange
  - Natural and human landscapes and resources

**Conceptual Understanding**

we will inquire different climates and habitats

**Statement of Inquiry:**

How do the climate influence civilizations?

**Inquiry Questions:**

- **F**: why are there so many different climates?
- **C**: is there a link between the climate and the development of a civilization?
- **D**: can mankind have the complete control over the earth?

**ATL**

- **Individuals and societies**
  - A: Knowing and understanding
    - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
  - **Self-management**
    - III. Organization skills
      - Use appropriate strategies for organizing complex information
  - **Research**
    - VI. Information literacy skills
      - Access information to be informed and inform others

**MYP Assessment Criteria**

A: Knowing and understanding, B: Investigating, C: Communicating

**Knowledge and Skills**

students will study and comprehend the meaning of latitude, the working of the solar system and the seasonal change on earth.

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**The extra-European continents**

(30 weeks (30 hours))

**Authors:** Ottilia Braccini, Luca Secondo

<table>
<thead>
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<th><strong>Key &amp; Related Concepts</strong></th>
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<td>Time, place and space</td>
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<td><strong>Globalization and sustainability</strong></td>
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<td></td>
<td>Exploration to Develop: Commonality, diversity and interconnection</td>
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Conceptual Understanding

students develop geography skills already practiced in MYP1-2 and learn about Africa, Asia, America and Oceania
Statement of Inquiry:
Places and spaces of the world are diverse, globally interconnected and offer different perspectives.

Inquiry Questions:
F: what are the main characteristics of Extra European Continents?
C: How is Europe connected to the other continents?
D: How does globalization affect the Extra European Continents?

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use a variety of speaking techniques to communicate with a variety of audiences
• Negotiate ideas and knowledge with peers and teachers
• Collaborate with peers and experts using a variety of digital environments and media

Social
II. Collaboration skills
• Manage and resolve conflict and work collaboratively in teams
• Listen actively to other perspectives and ideas
• Give and receive meaningful feedback

ATL
Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Select and use technology effectively and productively

Research
VI. Information literacy skills
• Make connections between various sources of information
• Present information in a variety of formats and platforms
VII. Media literacy skills
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating, C: Communicating

Knowledge and Skills
Landscapes, population, economy of Africa, Landscapes, population, economy of Asia, Landscapes, population, economy of America, Landscapes, population, economy of Oceania

gerography skills
(36 weeks (36 hours))
Authors: Luca Secondo

Key Concepts
- Time, place and space

Related Concepts
- Individuals and societies
  • Causality (cause and consequence)

Orientation in space and time
Exploration to Develop:
Peoples, boundaries, exchange and interaction
Natural and human landscapes and resources
Evolution, constraints and adaptation
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<tr>
<th>Key &amp; Related Concepts</th>
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<tbody>
<tr>
<td>Global interaction</td>
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<td>Individuals and societies</td>
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<td>Globalization</td>
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<td>Identity</td>
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**Global context**

*Exploration to Develop:*
Population and demography

**Conceptual Understanding**

Globalization may cause movement of people that force a confrontation of identities.

**Statement of Inquiry:**
Globalization may cause changes in demography and a movement of population that forces a confrontation between identities.

**Inquiry Questions:**

- **F:** What is a refugee? What is an asylum seeker? what are the main migration routes to Europe?
- **F:** How many foreigners live in Italy? Which have been the greatest migrations in history?
- **C:** Why do population move? Why do we have a distorted perception of the migratory problem?
- **D:** Is migration a resource or is it a threat?
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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<tbody>
<tr>
<td></td>
<td>A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically</td>
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<td></td>
<td>we will refresh our prior knowledge on scientific and industrial revolution, and all its consequences in the development of the mass societies. We will study the changes that occurred in the industrial societies during the second half of the 19th century.</td>
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### Industrialization and mass societies (7 weeks (4 hours))
**Authors:** Luca Secondo

#### Key & Related Concepts

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<td>Global interaction</td>
<td>Individuals and societies</td>
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<td>• Innovation and revolution</td>
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<td>• Processes</td>
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#### Scientific and technical innovation

**Global context**
- Exploration to Develop: Adaptation, ingenuity and progress
- Modernization, industrialization and engineering

#### Conceptual Understanding

Processes of Innovation and revolutions can change systems.

**Statement of Inquiry:**
Process of innovation and revolution caused by modernization and industrializations can change systems.

**Inquiry Questions:**
- **F**: which have been the most influential discoveries and innovations during the industrial revolution?
- **F**: What are socialism and communism?
- **C**: How did society change during the industrial revolution?
- **C**: why did nationalism grow so quickly?
- **D**: Is technological progress always good?

#### ATL

1. **Communication**

   - **I. Communication skills**
     - Use a variety of speaking techniques to communicate with a variety of audiences
     - Take effective notes in class

### the american continent (8 weeks (16 hours))
**Authors:** Luca Secondo

#### Key & Related Concepts

<table>
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<th>Key Concepts</th>
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<td>Connections</td>
<td>Individuals and societies</td>
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</table>
Unit Title

Global interaction

• Globalization

Relationships

Orientation in space and time

Global context

Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange
Peoples, boundaries, exchange and interaction
Natural and human landscapes and resources

Conceptual Understanding

We will inquire how human activities influence environment and vice versa

Statement of Inquiry:
we will analyze different ways of inhabit a continent

Inquiry Questions:
D : how human beings live in the same continent?

Individuals and societies

B: Investigating

• i. formulate/choose a clear and focused research question, explaining its relevance

D: Thinking critically

• iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

ATL

Self-management

III. Organization skills

• Plan short- and long-term assignments; meet deadlines
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic

IV. Affective skills

• Perseverance
  - Demonstrate persistence and perseverance

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

students will investigate and get to know the reality of the different nations in the american continent

the first WW (8 weeks (16 hours))

Authors: Luca Secondo

Key Concepts

• Change

Global interaction

Related Concepts

• Causality (cause and consequence)
• Identity

Orientation in space and time

Global context

Exploration to Develop:
Epochs, eras, turning points and “big history”
Peoples, boundaries, exchange and interaction
Statement of Inquiry:
Identity and ideology caused a change and a conflict that undermined democracy

Inquiry Questions:
- F principal war facts: who fought the war?
- C ideology and nationalism: why was nationalism so spread?
- D nationalism: was the war avoidable?
- D democracy: can we say that the war undermined democracy?
- F alliances: What was the system of alliances and tides before the war?

### Individuals and societies

#### A: Knowing and understanding
- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

#### C: Communicating
- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions

#### D: Thinking critically
- ii. summarize information to make valid, well supported arguments
- iv. recognize different perspectives and explain their implications.

#### Communication

### ATL

#### I. Communication skills
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use a variety of media to communicate with a range of audiences

#### Self-management

### III. Organization skills
- Create plans to prepare for summative assessments (examinations and performances)

#### Thinking

### VIII. Critical thinking skills
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions

### Other

### MYP Assessment Criteria

#### A: Knowing and understanding, C: Communicating, D: Thinking critically

#### Knowledge and Skills
- Ideology, identity, alliances, trench war, industrial growth, mass war, consequences, democracy undermined.

### II WW: causes and aftermath

(5 weeks (20 hours))

**Authors:** Luca Secondo

### Key & Related Concepts

#### Key Concepts
- Change

#### Related Concepts
- Individuals and societies
  - Causality (cause and consequence)
  - Power

#### Global context
- Orientation in space and time
Unit Title

**Exploration to Develop:**
- Epochs, eras, turning points and "big history"
- Peoples, boundaries, exchange and interaction

<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
<th>understand the importance of personal actions on everybody’s life</th>
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</table>

**Statement of Inquiry:**
How Europe ended in IIWW? what have been the consequences?

**Inquiry Questions:**
- E: causes of IIWW: what had been the causes of IIWW?
- C: ideology: What is nazism? fascism? communism?
- D: can history reapat itself?: could the IIWW be avoided? can holocaust happen again?

<table>
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**Knowledge and Skills**
student will study the causes, the events, the consequences of WWII

**Totalitarian Regimes of the XX Century (10 weeks (18 hours))**
**Authors:** Ottilia Braccini, Luca Secondo

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Systems</td>
<td>Individuals and societies</td>
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<td></td>
<td>• Causality (cause and consequence)</td>
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<td>• Identity</td>
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<td>• Power</td>
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**Global context**
**Exploration to Develop:**
Identity formation, self-esteem, status, roles and role models

**Conceptual Understanding**
student learn about totalitarianism as a phenomenon of the 20th Century and focus in particular on Stalinism, Fascism and Nazism

**Statement of Inquiry:**
Political systems build a specific idea of power and shape identities and relationships

**Inquiry Questions:**
- E: What were the most important Totalitarianism of the 20th Century?
- C: Why were Totalitarianisms set up in Europe in the 1930’s?
- D: Can Fascim be considered a full totalitarian regime?

**ATL**

**Individuals and societies**
A: Knowing and understanding
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.  
C: Communicating
Physical and health education (MYP 4)

Unit Title

MYP1to5- UNIT1 Performance tests (2 weeks (8 hours))
Authors: Paola Taddei

Key & Related Concepts

<table>
<thead>
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<tbody>
<tr>
<td>Change</td>
<td>Physical and health education</td>
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<tr>
<td>Development</td>
<td>• Adaptation</td>
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Global context

Identities and relationships
are my wellness and fitness good enough

Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding
Enhance our performance and improve our level of fitness by knowing our body.

Statement of Inquiry:

athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy

Inquiry Questions:

F : How can I improve my level of fitness
C : How can I know what is the best type of exercise for me
D : is an healthy life style the solution for a better way of life

Physical and health education

B: Planning for performance
• design, explain and justify plans to improve physical performance and health.

C: Applying and performing
• demonstrate and apply a range of skills and techniques effectively.
• demonstrate and apply a range of strategies and movement concepts.
• analyse and apply information to perform effectively.

Communication
I. Communication skills
### Unit Title

- Give and receive meaningful feedback

**Learning Experiences:**

Discussing with the class the reason why we're doing certain exercises.

Showing them the exactly way to do an exercise.

### Research

**VI. Information literacy skills**

- Collect, record and verify data

### MYP Assessment Criteria

| B: Planning for performance, C: Applying and performing |
| Knowledge and Skills | Knowledge & Skills TBD |

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**MYP4- UNIT 2- The anatomy of movement (LOWER LIMBS)**

(4 weeks)

**Authors:** Paola Taddei

### Conceptual Understanding

### MYP Assessment Criteria

### Knowledge and Skills

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**migration and sports**

(9 weeks (18 hours))

**Authors:** Paola Taddei

### Key & Related Concepts

<table>
<thead>
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<td>Connections</td>
<td>- Interaction</td>
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<td>Global interaction</td>
<td>- Movement</td>
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<tr>
<td>Relationships</td>
<td>Time, place and space</td>
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### Key & Related Concepts

- **Global context**
  - **Identities and relationships**
    - *Exploration to Develop:*
      - Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
  - **Orientation in space and time**
    - *Exploration to Develop:*
      - Epochs, eras, turning points and "big history"
  - **Globalization and sustainability**
    - *Exploration to Develop:*
      - Commonality, diversity and interconnection

### Conceptual Understanding

- sports can help us to know different worlds and people and ways to live
Statement of Inquiry:

sports help us knowing different cultures

Inquiry Questions:
D: how certain sports are famous in certain countries and not in others
D: is the role of sport important during a war period? why?
F: when did the female sport become appreciated as the male one?

Communication
I. Communication skills
• Use a variety of media to communicate with a range of audiences
• Read a variety of sources for information and for pleasure
• Take effective notes in class
• Use a variety of organizers for academic writing tasks
• Structure information in summaries, essays and reports

Social
II. Collaboration skills
• Delegate and share responsibility for decision-making
• Manage and resolve conflict and work collaboratively in teams

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines

Research
VI. Information literacy skills
• Access information to be informed and inform others
• Present information in a variety of formats and platforms

VII. Media literacy skills
• Make informed choices about personal viewing experiences
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking
IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills
• Make connections between subject groups and disciplines

MYP Assessment Criteria

Interdisciplinary:
• A: Disciplinary grounding
• D: Reflecting

Physical and health education:
• A: Knowing and understanding
• D: Reflecting and improving performance

Knowledge and Skills
the student will learn different sports and cultures by playing uncommon sports

Mathematics (MYP 4)

Unit Title

Equations (7 weeks (28 hours))

Authors: Enrica Minetti, Alberto Damiano, Giacomo Dolcetto

Key Concepts

Identity

Related Concepts

Mathematics
• Equivalence
Global context

Scientific and technical innovation

Exploration to Develop:
Systems, models, methods; products, processes and solutions

Conceptual Understanding

Quantities are related to each other. If we know this relation, we can use it to find something that is missing in the picture.

Statement of Inquiry:

Equivalences, or inequalities, are a form of representation used to describe the relationships between quantities. (In)equations are used to determine some of these quantities when we do not know their value in specific situations, to create mathematical models of the real world using technology, and to justify logically what we observe in real life applications.

Inquiry Questions:

C Quantifying the world: How can we represent the world around us using mathematical quantities and their relationships?

F Modelling problems with equations: Can we use algebra to model a real situation and find a solution to a problem?

D Reflecting on the mathematics around us: Is it possible to translate into mathematics every problem we encounter?

Mathematics

A: Knowing and understanding
  • i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

C: Communicating
  • i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

Communication

I. Communication skills
  • Read critically and for comprehension
  • Make inferences and draw conclusions
  • Use and interpret a range of discipline-specific terms and symbols
  • Understand and use mathematical notation
  • Take effective notes in class
  • Organize and depict information logically

ATL

Learning Experiences:

Students must show that they understand the logical steps they make when solving an equation, by explicitly writing down next to each step a brief description of what they are doing. This is new or challenging to most of the students in the class.

Social

II. Collaboration skills
  • Manage and resolve conflict and work collaboratively in teams

Self-management

III. Organization skills
  • Create plans to prepare for summative assessments (examinations and performances)
  • Set goals that are challenging and realistic
• Keep an organized and logical system of information files/notebooks

IV. Affective skills
- Mindfulness
- Practise focus and concentration
- Perseverance
- Demonstrate persistence and perseverance
- Self-motivation
- Practise analysing and attributing causes for failure
- Resilience
- Practise “failing well”

V. Reflection skills
- Develop new skills, techniques and strategies for effective learning
- Consider content
  - What don’t I yet understand?
- Consider ATL skills development
  - How can I share my skills to help peers who need more practice?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
- Focus on the process of creating by imitating the work of others

Learning Experiences:
When making calculation mistakes, students are asked to note down on their journal what type of mistake(s) they do more often, to try to avoid them in the future.

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Test generalizations and conclusions

IX. Creative thinking skills
- Consider multiple alternatives, including those that might be unlikely or impossible

X. Transfer skills
- Apply skills and knowledge in unfamiliar situations

Learning Experiences:
By working in groups, students have explored different approaches and techniques, and have been pushed to reflect on other people’s work and strategies to improve their own method(s).

MYP Assessment Criteria
- Interdisciplinary:
  - D: Reflecting
- Mathematics:
  - A: Knowing and understanding
  - C: Communicating
  - D: Applying mathematics in real-life contexts

Knowledge and Skills
Solutions of linear equations and of linear inequalities. , Translating a real life problem from words into an equation or an inequality, basic algebraic manipulation of simple polynomials with integer or rational coefficients

Mathematical curiosities and puzzles (20 weeks (10 hours))
Authors: Alberto Damiano, Enrica Minetti, Giacomo Dolcetto

Key Concepts
- Communication
- Creativity

Related Concepts
- Mathematics
  - Justification
  - Pattern
Unit Title

Global context

 Exploration to Develop:
Metacognition and abstract thinking

Conceptual Understanding

Statement of Inquiry:

Mathematics can be used to explore abstract thoughts through the investigation and justification of patterns found behind a common math puzzle or problem.

Inquiry Questions:

D Points of view: Is there just one way to see mathematics?

C Personal ways of communicating: How do you communicate abstract ideas?

F Use of mathematics: What is the mathematics behind a problem or puzzle?

Mathematics

Communicating

• ii. use appropriate forms of mathematical representation to present information
• iv. communicate complete, coherent and concise mathematical lines of reasoning

Applying mathematics in real-life contexts

• i. identify relevant elements of authentic real-life situations
• ii. select appropriate mathematical strategies when solving authentic real-life situations
• v. justify whether a solution makes sense in the context of the authentic real-life situation.

Communication

I. Communication skills

• Use a variety of speaking techniques to communicate with a variety of audiences
• Negotiate ideas and knowledge with peers and teachers
• Use and interpret a range of discipline-specific terms and symbols

Learning Experiences:

Students prepare a power point presentation or a lesson for their peers and learn how to expose concepts, engage others in activities and provoke thoughts.

Social

II. Collaboration skills

• Negotiate effectively
• Encourage others to contribute

Learning Experiences:

presentations are interactive and require the participation of everybody in the classroom

Self-management

V. Reflection skills

• Consider content
  • What did I learn about today?
  • What don’t I yet understand?
  • What questions do I have now?
• Focus on the process of creating by imitating the work of others

Learning Experiences:

Students have to write reports on what they have seen in class or about what they presented, reflecting on the significance of their own or other people’s presentations

Research

VI. Information literacy skills

• Identify primary and secondary sources

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
• Seek a range of perspectives from multiple and varied sources

Learning Experiences:
Students browse a variety of sources for math puzzles and problems

Thinking

VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Recognise unstated assumptions and bias
• Evaluate evidence and arguments
• Propose and evaluate a variety of solutions
• Identify obstacles and challenges

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills
• Inquire in different contexts to gain a different perspective
• Combine knowledge, understanding and skills to create products or solutions

Learning Experiences:
Students are challenged to find solutions of their own, or compare different solutions

MYP Assessment Criteria
C: Communicating, D: Applying mathematics in real-life contexts

Knowledge and Skills
Research problems using various media, Brainstorming and lateral thinking

Coordinates (5 weeks (20 hours))
Authors: Alberto Damiano, Enrica Minetti, Giacomo Dolcetto

Key Concepts
• Change
• Time, place and space

Related Concepts
• Mathematics
  • Change
  • Measurement
  • Space

Global context
Orientation in space and time
Exploration to Develop:
Scale, duration, frequency and variability

Conceptual Understanding

Statement of Inquiry:
Measure a variety of spatial and other quantitative variables like time and place, analyze how they change and how to use them to locate objects, people and ideas in the world around us.

Inquiry Questions:
C Position and distance of objects can be denoted by numbers.: What is the location of things around us?
C Direction can be given by orientation on axes: What is orientation?
D Are position and time absolute or relative?
Unit Title

How do we measure distances and change in value of quantitative data?

Mathematics
A: Knowing and understanding
• i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

B: Investigating patterns
• ii. describe patterns as general rules consistent with findings

C: Communicating
• i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
• v. organize information using a logical structure.

D: Applying mathematics in real-life contexts
• i. identify relevant elements of authentic real-life situations
• iii. apply the selected mathematical strategies successfully to reach a solution

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Understand and use mathematical notation
• Organize and depict information logically

Self-management
III. Organization skills
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class

V. Reflection skills
• Consider ATL skills development
  - What can I already do?
  - What will I work on next?
• Consider personal learning strategies
  - What factors are important for helping me learn well?

Thinking
VIII. Critical thinking skills
• Recognise and evaluate propositions
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions
• Propose and evaluate a variety of solutions

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations
• Inquire in different contexts to gain a different perspective
• Combine knowledge, understanding and skills to create products or solutions

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating patterns, D: Applying mathematics in real-life contexts

Knowledge and Skills
Calculations using directed numbers, Knowledge of the 2D coordinate system

Radicals (10 weeks)
Authors: Giacomo Dolcetto

Key Concepts
- Change
- Systems

Related Concepts
- Mathematics
  - Change
  - Pattern
  - Representation
  - Simplification

Global context
Scientific and technical innovation
**Unit Title**

*Exploration to Develop:*
- Systems, models, methods; products, processes and solutions
- Mathematical puzzles, principles and discoveries

**Conceptual Understanding**
Changing forms of representation can shed light on the problem and lead to the solution.

**Statement of Inquiry:**
Beyond the "rational", the "irrational" begins. Radicals complete our description of the world with new operations and representations. Without them, we would not be able to approach different situations, ranging from quadratic equations to geometry. Therefore they are crucial ingredients to enable a correct modelling of our world.

**Inquiry Questions:**
- Irrational numbers and their properties: Can all the numbers be written as fractions?
- Finding patterns and solving simple quadratic equations: How can we develop new solving strategies when the problems in the world become more complex?
- Radicals and fractional indices: Can we change our language according to the specific situation?

**Mathematics**

**B: Investigating patterns**
- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

**C: Communicating**
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

**Communication**

**I. Communication skills**
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Take effective notes in class

**ATL**

**Learning Experiences:**
Students will learn how to translate mathematical notation into words and vice versa in a rigorous way.

**Self-management**

**V. Reflection skills**
- Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Learning Experiences:**
Students will be asked to assess other schoolmates' homework in order to develop shared knowledge and communication and social skills.

**Thinking**

**VIII. Critical thinking skills**
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions

**Learning Experiences:**
Students will learn how to develop theories which can justify patterns, and how to test their theories, discussing together about which solution is more suitable for the specific situation.

**MYP Assessment Criteria**

**B: Investigating patterns, C: Communicating**

**Knowledge and Skills**

Familiarizing with operations involving radicals, Rationalize radical fractions, Review of expansion laws through operations with radicals

**Algebraic Expressions**

*(7 weeks (30 hours))*

**Authors:** Alberto Damiano, Giacomo Dolcetto

**Key & Related Concepts**

- **Key Concepts**
  - Form
  - Logic

- **Related Concepts**
  - Mathematics
    - Generalization
    - Representation

**Global context**

*Scientific and technical innovation*

*Exploration to Develop:*

Mathematical puzzles, principles and discoveries

**Conceptual Understanding**

**Statement of Inquiry:**

Quantities are arranged into a logical form of representation.

**Inquiry Questions:**

- **F** pronumerals are generalization of numbers: How can we represent quantities that we do not know?
- **C** principles and rules are the tools to solve mathematical problems: What are algebraic rules?
- **D** human ingenuity produces mathematics in many ways: Are mathematical rules invented or discovered?

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

**Statistics** *(7 weeks (25 hours))*

**Authors:** Alberto Damiano, Giacomo Dolcetto

**Key & Related Concepts**

- **Key Concepts**
  - Communication
  - Communities
  - Relationships

- **Related Concepts**
  - Mathematics
    - Measurement
    - Quantity
    - Representation
The world around us is full of data. How do we collect it, analyze it, and represent our results so that they have a meaning for others? What impact does good or bad communication of statistics have on people? What is it used for?

**Statement of Inquiry:**

We live in closed communities, but they are all interconnected by the relationships that they share. Communication of such relationships is the key to understanding our globalized world.

**Inquiry Questions:**

- F population data: How do we measure the world around us?
- F population data: How do we collect information on our communities?
- C statistical indicators: how can we summarize data we collected in few numbers and graphs?
- C communication in statistics: how do we choose the best indicators and the best form of representation of data?
- D reality vs representation: does statistics give a faithful representation to the world around us?
- D fair use of statistics: is statistics used fairly by humans and organizations

**Mathematics**

- B: Investigating patterns
  - i. select and apply mathematical problem-solving techniques to discover complex patterns
  - ii. describe patterns as general rules consistent with findings
  - iii. prove, or verify and justify, general rules.
- C: Communicating
  - ii. use appropriate forms of mathematical representation to present information
  - v. organize information using a logical structure.
- D: Applying mathematics in real-life contexts
  - i. identify relevant elements of authentic real-life situations
  - iii. apply the selected mathematical strategies successfully to reach a solution
  - v. justify whether a solution makes sense in the context of the authentic real-life situation.

**Communication**

- I. Communication skills
  - Use intercultural understanding to interpret communication
  - Use a variety of media to communicate with a range of audiences
  - Make inferences and draw conclusions
  - Structure information in summaries, essays and reports

**ATL**

**Learning Experiences:**

Students learn how to analyze data, how to develop hypothesis from the data and how to present their analysis to other people

**Self-management**

- V. Reflection skills
  - Consider ethical, cultural and environmental implications

**Learning Experiences:**

Students will write reports on their analysis of data

**Research**
VI. Information literacy skills
- Collect, record and verify data
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Understand and use technology systems
- Identify primary and secondary sources

VII. Media literacy skills
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Learning Experiences:
Students will use public database to perform statistical analysis

Thinking

VIII. Critical thinking skills
- Draw reasonable conclusions and generalizations

Learning Experiences:
Students will face the challenge of looking for possible problems and thinking about possible solutions

MYP Assessment Criteria
B: Investigating patterns, C: Communicating, D: Applying mathematics in real-life contexts

Knowledge and Skills
Calculating mean, mode, median, quartiles, percentiles, cumulative frequencies, Producing and interpreting charts, tables, graphs, boxplots, ogives

Design (MYP 4)

MYP4 Design Unit 1: User centered design: prototyping and testing, keys for innovation. (8 weeks (24 hours))
Authors: Nicola Roccatagliata

Key Concepts
- Change
- Communication
- Connections
- Development

Related Concepts
- Design
  - Adaptation
  - Evaluation
  - Form
  - Markets and trends

Personal and cultural expression
Exploration to Develop:
Products, systems and institutions
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
Entrepreneurship, practice and competency

Scientific and technical innovation
Exploration to Develop:
The vast world of APPS and the theory behind it.
User centered design focuses on the needs of users at all stages of design process. It is an approach of testing with actual users during development in order to gain continuous feedbacks that can lead the choices to a better solution.

**Statement of Inquiry:**

The idea of a design process that continuously focuses on the needs of the user and adjusts the course is somehow strictly related to the way in which the IBO DESIGN CYCLE has been developed. That’s not a fortuity, because the user centered design is the way of managing a design project today. In the world of technology and APPS the requirement to have a constant contact with the users has become of vital importance, much more than in the past. The way a product is developed is today strictly related to the feedbacks received during the design process, being able to fast prototype a product and testing has become a key for the success.

**Inquiry Questions:**

- F: What are the steps to organize an efficient fast prototyping / testing loop?
- C: How much the feedbacks of the users through testing can give a different direction to a project?
- D: Is it possible to apply the user centered design to other fields in order to gain focus and efficiency? In which fields?

**Research**

VI. Information literacy skills
- Collect, record and verify data
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Process data and report results
- Understand and use technology systems

VII. Media literacy skills
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources

**Thinking**

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Design improvements to existing machines, media and technologies
- Apply existing knowledge to generate new ideas, products or processes

X. Transfer skills
- Inquire in different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions

**Learning Experiences:**

Testing is the keyword for this approach to learning: students must be aware of the importance of testing effectively in order to receive valuable feedbacks.

**Communication**

**MYP Assessment Criteria**

- A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating

**Knowledge and Skills**

Prototyping and testing are 2 basic steps of the design process. In this unit they are applied to a kind of product that in the last decade has been diffused and used from a huge numbers of users: SMARTPHONE APP. Students need to demonstrate excellent capability of managing the design cycle from the early stage to the final evaluation. The idea is to think about a possible smartphone APP, starting from a real need of users, analysing the
market, defining a design brief and then start developing a range of possible ideas. After that students approach the USER EXPERIENCE field and after a frontal lesson, they apply the acquired knowledge to their solution from a conceptual point of view. The next step is the actual creation of the different screens of the APP using Adobe Software (InDesign and Illustrator). The specific knowledge about the creation of the graphic for APPs is acquired through practical, guided lessons in which the students work autonomously using the LAB computers. After achieving a first static PROTOTYPE of the screens of the APP, students must engage themselves in the TESTING that is done through the feedback received by the users, could they be peers, family, generic members of the society. The feedbacks received, through the use of interviews represent an important tool to eventually rethink on the solution and make changes that can lead to a better solution for the users. The specific capability to use Adobe Software (InDesign and Illustrator) is acquired through practice and perseverance. The students are expected to manage these Softwares to create USER EXPERIENCE SCREENS of the APP they want to create. The final version of the APP must be the result of a step of TESTING in which feedbacks are received and used in a purposeful way.

**MYP4 Design Unit 2:**
**PERCENTILES AND THEIR GREAT VALUE FOR PRODUCT DESIGNERS**
(2 weeks (10 hours))
**Authors:** Nicola Roccatagliata

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<tr>
<th>Key &amp; Related Concepts</th>
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<tr>
<td>Connections</td>
<td>Design</td>
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<td>Form</td>
<td>• Ergonomics</td>
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**Global context**

- Globalization and sustainability
  - Differentiation of percentiles around the world.

- Exploration to Develop:
  - Markets, commodities and commercialization
  - Commonality, diversity and interconnection
  - Population and demography

**Conceptual Understanding**

The understanding of human dimensions and the importance of percentiles are of primary importance not only for DESIGN projects, but also to have a wider vision of the interaction between people and the world where we live. At the same time coming up with a solution that can work for almost everyone, considering how much difference there is between peoples of different places in the world, is an important way of practicing inclusion and adaptation.

**Statement of Inquiry:**

Did you ever consider the products around you and the dimensions chosen for them? What are the reasons of those choices? How can a product be addressed to the vast majority of population users?

**Inquiry Questions:**

- **F**: What are the percentiles and why are so important for designers?
- **C**: How much the consideration of percentiles and ergonomics has and will have a beneficial effect on the health of users?
- **D**: Is it possible through inverse engineering to understand from the dimensions of products among times the corresponding dimensions of users?

**ATL** - Communication
I. Communication skills
- Understand and use mathematical notation
- Organize and depict information logically

II. Collaboration skills
- Listen actively to other perspectives and ideas

Self-management

V. Reflection skills
- Keep a journal to record reflections

Research

VI. Information literacy skills
- Make connections between various sources of information
- Understand and use technology systems

MYP Assessment Criteria
- A: Inquiring and analysing, D: Evaluating

Knowledge and Skills
In this unit students work on the development of a consciousness about percentiles, they achieve a knowledge on the most important measures to be considered to create ergonomic products. Technically they work with Excel Software to define the dimensions of different percentiles and they analyse the different dimensions of people living in different parts of the world. At the end they apply the research to a design product, measuring the dimensions and finding out, through a process of reverse engineering, which values of the human body were considered to create that product and critically reflecting on what could have been changed. A huge part of the theory about percentiles has a strong connection with Mathematics and the representation with curves of the numeric values of percentiles. The inter-disciplinary aspect with Maths has a strong value for this unit.

MYP4 Design Unit 3: DESIGN FOR a CHAIR (6 weeks (15 hours))
Authors: Nicola Roccatagliata

Key Concepts
- Development
- Form
- Perspective

Related Concepts
- Design
  - Ergonomics
  - Evaluation
  - Form
  - Function

Personal and cultural expression

Global context
- Exploration to Develop:
  - Artistry, craft, creation, beauty
  - Products, systems and institutions
  - Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument
  - Entrepreneurship, practice and competency

Conceptual Understanding
The form of a chair is determined by many factors: sociological, ergonomic, purpose of the chair, market sector, used materials, aesthetic intention...just to name a few. Understanding how to deal with such different fields for the development of the product means understanding how to create a strong puzzle considering all the pieces.

Statement of Inquiry:
The design of a product must consider many factors to be effective. Being able to deal with the multitude of these factors, achieving a goal, is what designers do. The process behind this is similar to the construction of a puzzle where to have the final
The design of a chair is a very challenging task indeed. In this final project the students need to put together all the knowledge they acquired throughout the lessons and put it into practice. The knowledge about ergonomics, materials, use of resources, design principles should lead the students to design a chair following a clear design process. The capability in the use of Adobe Software (Illustrator, Indesign and Photoshop) will be vital for the students to develop the whole project, presenting information, sketches, ideas and development in a precise and clear way.

**MYP Assessment Criteria**
- A: Inquiring and analysing
- B: Developing ideas
- C: Creating the solution
- D: Evaluating

**Knowledge and Skills**

**Materials and their Properties** (3 weeks (8 hours))
**Authors:** Nicola Roccatagliata

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<td>Change</td>
<td>Design</td>
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<tr>
<td>Culture</td>
<td>Markets and trends</td>
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**Globalization and sustainability**

- **Exploration to Develop:**
  - Human impact on the environment
  - Markets, commodities and commercialization
  - Consumption, conservation, natural resources and public goods

**Fairness and development**
The knowledge about the different materials and their properties is of vital importance for the choices related to the industrial production. The consciousness about the differences between sustainable resources and not sustainable is of great value not only for design production but also in a much wider vision.

Statement of Inquiry:
In order for the designers to make effective projects, the knowledge of materials and the properties that make them unique, is of vital importance. Furthermore the designer has a responsibility when choosing the materials, knowing that every product, even made with sustainable materials, will have an impact on the environment.

Inquiry Questions:
F: What are the most relevant known materials and what are their properties?
C: How is possible for the designer to choose the most appropriate materials to create a product?
D: Is it possible for DESIGN to define the direction of the impact of the products on the environment and eventually drastically reduce it?

Communication
I. Communication skills
  - Give and receive meaningful feedback
  - Use a variety of media to communicate with a range of audiences
  - Share ideas with multiple audiences using a variety of digital environments and media

Social
II. Collaboration skills
  - Encourage others to contribute

Research
VI. Information literacy skills
  - Collect and analyse data to identify solutions and make informed decisions
  - Process data and report results

Learning Experiences:
Students engage themselves in a deep research on a product, finding out what is the main material used to produce it and the properties this kind material has. Working in group they present to their peers the main findings of their research and at the same time acquire knowledge when others present.

MYP Assessment Criteria
A: Inquiring and analysing

Knowledge and Skills
The students are divided in groups and every group receives a design product to analyse. The analysis must be focused mainly on the material used to produce that product; through the use of different sources, the students should be able to underline the main features and properties of the material and eventually also the method used to produce it. Then they are asked to present the main findings of their research to their peers: in this way, with every group presenting different materials, at the end of the presentations the class will have a knowledge on different kinds of material.

Innovation and design
(4 weeks (8 hours))
Authors: Nicola Roccatagliata

Key Concepts
- Development
- Logic

Related Concepts
- Design
  - Innovation
  - Markets and trends
Innovation is the keyword for DESIGN. Designers are innovators but innovation, due to its nature, carries with itself a vast risk of failure. Stories of entrepreneurs and designers are examples of this mechanism where innovation is always associated to risk, stops and setbacks.

Statement of Inquiry:

The innovation is made possible through a balance between insight, rational approach, dedication, technical knowledge and initiative. Understanding the stories of success of the past, analysing their timeline, is of vital importance to consider how much time dedication and planning a project requires to be developed.

Inquiry Questions:

**F**: What is innovation and how is made?

**C**: How is the balance between insight and rational approach made in order to achieve innovation?

**D**: Have the innovators of today an easier or harder way to make innovation compared to the past?

Communication

I. Communication skills

- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Research

VII. Media literacy skills

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Thinking

VIII. Critical thinking skills

- Interpret data
- Evaluate evidence and arguments

IX. Creative thinking skills

- Practise visible thinking strategies and techniques

MYP Assessment Criteria

A: Inquiring and analysing, B: Developing ideas, C: Creating the solution

The students will be working on the research of a product, could it be an industrial design product, a technological product such a software, an electronic device... etcetera. Analysing the product and the story behind it, they will examine the steps that brought to the final product, underlying the most important milestones and features that were changed during the design process. The most relevant findings of their research are then showed in a clear and concise way in the form of Infographics, created using Adobe Software (Photoshop, Illustrator, Indesign). As final result, students need to demonstrate they acquired a consciousness about the way design process was applied to diffused product in order to become successful. The knowledge and practice acquired in the use of Adobe Software should be applied in this unit to the creation of INFOGRAPHICS. The Infographics are schematic graphic representations to show topics in a clear and concise way. The understanding of how to create them, analysing examples of already made infographics, is tremendously important to create one excellent Infographics.

Design PROJECT RE-USING a RESOURCE (4 weeks (8 hours))

Authors: Nicola Roccatagliata

Key & Related Concepts

<table>
<thead>
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<th>Key Concepts</th>
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</table>
Perspective

Relationships

Design

Resources

Sustainability

**Identities and relationships**

*Exploration to Develop:*
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

**Fairness and development**

*Exploration to Develop:*
Rights, law, civic responsibility and the public sphere
Imagining a hopeful future

Global context

It’s of primary importance being able to understand the relation we have with resources for the production and being able with a fresh and innovative perspective to find ways to reuse them avoiding pollution and wastes. Designers must have a deep knowledge on the theory behind reuse in order to find an efficient way to develop more sustainable projects.

Conceptual Understanding

Statement of Inquiry:

Today designers can’t ignore the importance of REUSING resources and products. A respectful consciousness towards the environment and the limited resources we have should always lead the designer to find the best compromises between resources and product requirements. Choices of the features of the products and the way that users interact with them along the lifetime of the product must be carefully planned with the intention of REUSING before (when producing the product) and REUSING after (when the product will be dismissed).

Statement of Inquiry

Inquiry Questions:

**F**: What are the reusable resources? How can we apply a DESIGN approach that makes of REUSE one of the main requirements?

**C**: How can SUSTAINABLE DESIGN dictate a virtuous attitude towards the products we use and the resources we need?

**D**: Is it possible to find a way to engage users in a deeper way in the action of REUSING?

**ATL**

Research

*VI. Information literacy skills*

- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions

MYP Assessment Criteria

**B: Developing ideas, D: Evaluating**

Knowledge and Skills

The knowledge that will be developed in this unit is about re-use of materials and resources. Having a knowledge about this topic is basilar not only as designers, but also as conscious citizens. Understanding the impact of our choices when using a product or a resource is an extremely actual thematic in a world where we live. The students need to make a project reusing a resource and thinking of a product that needs to be created from the reuse action.
**Unit Title**

**Equations (7 weeks (28 hours))**

**Authors:** Enrica Minetti, Alberto Damiano, Giacomo Dolcetto

---

**Key Concepts**
- Identity
- Logic

**Related Concepts**
- Mathematics
  - Equivalence
  - Generalization
  - Justification
  - Model
  - Representation

---

**Global context**

**Scientific and technical innovation**

*Exploration to Develop:*
Systems, models, methods; products, processes and solutions

---

**Conceptual Understanding**

Quantities are related to each other. If we know this relation, we can use it to find something that is missing in the picture.

---

**Statement of Inquiry:**

Equivalences, or inequalities, are a form of representation used to describe the relationships between quantities. (In)equations are used to determine some of these quantities when we do not know their value in specific situations, to create mathematical models of the real world using technology, and to justify logically what we observe in real life applications.

**Inquiry Questions:**

- **C** Quantifying the world: How can we represent the world around us using mathematical quantities and their relationships?
- **F** Modelling problems with equations: Can we use algebra to model a real situation and find a solution to a problem?
- **D** Reflecting on the mathematics around us: Is it possible to translate into mathematics every problem we encounter?

---

**Mathematics**

- **A: Knowing and understanding**
  - i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

- **C: Communicating**
  - i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

---

**ATL**

**Communication**

- **I. Communication skills**
  - Read critically and for comprehension
  - Make inferences and draw conclusions
  - Use and interpret a range of discipline-specific terms and symbols
  - Understand and use mathematical notation
  - Take effective notes in class
  - Organize and depict information logically

---

**Learning Experiences:**

Students must show that they understand the logical steps they make when solving an equation, by explicitly writing down next to each step a brief description of what they are doing. This is new or challenging to most of the students in the class.
Social
II. Collaboration skills
• Manage and resolve conflict and work collaboratively in teams

Self-management
III. Organization skills
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Keep an organized and logical system of information files/notebooks

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Self-motivation
  - Practise analysing and attributing causes for failure
• Resilience
  - Practise “failing well”

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Consider content
  - What don’t I yet understand?
• Consider ATL skills development
  - How can I share my skills to help peers who need more practice?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
• Focus on the process of creating by imitating the work of others

Learning Experiences:
When making calculation mistakes, students are asked to note down on their journal what type of mistake(s) they do more often, to try to avoid them in the future.

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Test generalizations and conclusions

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations

Learning Experiences:
By working in groups, students have explored different approaches and techniques, and have been pushed to reflect on other people’s work and strategies to improve their own method(s).

Interdisciplinary:
• D: Reflecting

Mathematics:
• A: Knowing and understanding
• C: Communicating
• D: Applying mathematics in real-life contexts

Knowledge and Skills
Solutions of linear equations and of linear inequalities, Translating a real life problem from words into an equation or an inequality, basic algebraic manipulation of simple polynomials with integer or rational coefficients
**Unit Title**

**MYP4: biology and chemistry:**
Unit 1: Principles and rules in science (2 weeks (6 hours))
Authors: Serena Salis, Monica Stauder

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<th>Key &amp; Related Concepts</th>
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<td>Relationships</td>
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<td>• Consequences</td>
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<td>• Environment</td>
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<tr>
<th>Global context</th>
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<tbody>
<tr>
<td>Identities and relationships</td>
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<tr>
<td>live and behave at school considering respect as the base of our relationships</td>
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<tr>
<th>Exploration to Develop:</th>
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<tr>
<td>Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind</td>
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<tr>
<th>Scientific and technical innovation</th>
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<tr>
<td>Understand and follow safety rules in lab and learn how to use the main tools to investigate a process</td>
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<th>Exploration to Develop:</th>
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<tr>
<td>Opportunity, risk, consequences and responsibility</td>
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<table>
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<tr>
<th>Conceptual Understanding</th>
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<tbody>
<tr>
<td>Nature follows unbreakable principles and laws, science attempts to understand and describe these principles and their consequences. It has developed systems of rules and international bodies to keep scientific progress on a ethical pathway and to support a technological development in respect to human beings lives and to the environment.</td>
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<thead>
<tr>
<th>Statement of Inquiry:</th>
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<tr>
<td>Nature follows unbreakable principles and laws, science attempts to understand and describe these principles and their consequences. Based on these relationships, human beings have developed systems of rules and protocols to protect themselves, their environment and to improve the quality of life.</td>
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<thead>
<tr>
<th>Inquiry Questions:</th>
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<tbody>
<tr>
<td>F: Which rules do we have to follow in lab to prevent accidents?</td>
</tr>
<tr>
<td>C: Why is necessary to have an international system of lab rules and labels?</td>
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<td>D: Does science need to be guided by ethical bodies and international laws?</td>
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<thead>
<tr>
<th>Sciences</th>
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<tbody>
<tr>
<td>A: Knowing and understanding</td>
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<tr>
<td>• i. explain scientific knowledge</td>
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<tr>
<td>• ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations</td>
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<td>• iii. analyse and evaluate information to make scientifically supported judgments.</td>
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<th>Communication</th>
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<tr>
<td>I. Communication skills</td>
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<tr>
<td>• Give and receive meaningful feedback</td>
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<td>• Use appropriate forms of writing for different purposes and audiences</td>
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<tr>
<td>• Negotiate ideas and knowledge with peers and teachers</td>
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<tr>
<td>• Use and interpret a range of discipline-specific terms and symbols</td>
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<td>• Organize and depict information logically</td>
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<th>ATL</th>
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<td>Learning Experiences:</td>
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<tr>
<td>The students will propose to the class their idea of an effective poster regarding safety rules, labels or the scientist profile. The class will vote for the most effective idea and</td>
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</table>
students will have to explain the reason of their choice. At the end of the unit students make a reflection on ATL notebook related to Communication.

Thinking
IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries

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<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding</th>
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<tr>
<td>Knowledge and Skills</td>
<td>Knowledge: what are the main rules and labels to know for working in a biology and chemistry lab - what are the most important IB learner profile attributes of a scientist - what are the most important characteristics of a scientists. Skills: how to face and solve possible problems or setbacks in a lab.</td>
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MYP4: Physics: Unit 1: Rules and Principles in Physics
(10 weeks (16 hours))
Authors: Chiara Colucci

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<td><strong>Systems</strong></td>
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Scientific and technical innovation
How can we explore the world around us? Importance of the scientific method with its rules to find scientific results (laws, theories)

Global context

Exploration to Develop:
Systems, models, methods; products, processes and solutions

Conceptual Understanding
Scientists gain understanding about systems around us by designing and conducting experiments based on scientific evidences, using measurement instruments, analyzing data (through rules), and drawing conclusions (laws and principles) based on the limitations of their experiment.

Statement of Inquiry:
Finding relationships between physical quantities through evidences from experiments is essential for scientific and technical innovation

Inquiry Questions:
F Length, Mass, Time, Volume, Area : What are unit of measure and main instruments to measure lengths, areas, volumes, mass, and time?
C Unit conversion, scientific notation and precision of an instrument: Why do we need to convert the units and to change instruments on the quantity to be measured?
D Validity of a scientific theory: Will a proven law be valid forever?

ATL
A: Knowing and understanding
• i. explain scientific knowledge
• ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
• iii. analyse and evaluate information to make scientifically supported judgments.

C: Processing and evaluating
• i. present collected and transformed data
• ii. interpret data and explain results using scientific reasoning
• iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation

Research

VI. Information literacy skills
• Collect, record and verify data
• Process data and report results
• Understand and use technology systems

Learning Experiences:
Measuring lengths thanks to a self-built caliper

Thinking

VIII. Critical thinking skills
• Evaluate evidence and arguments
• Recognise and evaluate propositions
• Draw reasonable conclusions and generalizations

Learning Experiences:
Exercises on scientific notation, significant figures, unit of measures applied to measurements.

MYP Assessment Criteria

A: Knowing and understanding, C: Processing and evaluating

Knowledge and Skills

The Nature of Science and The Scientific Method: Generate new questions that can be investigated in the laboratory or field. Design and conduct a systematic scientific investigation that tests a hypothesis. Measurement Systems and Limitations: Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error. Graph Interpretation: Draw conclusions from data presented in charts or tables. Units and units conversion. Scientific Notation and significant figures.

MYP4: Chemistry: Unit 2: Particles and matter (7 weeks (14 hours))
Authors: Serena Salis

Key & Related Concepts

Key Concepts
- Change

Related Concepts
- Sciences
  - Interaction
  - Transformation

Global context

Scientific and technical innovation
students will apply the main physical the transformations to the mixture separations. They will apply their ingenuity to produce fresh water in extreme conditions

Exploration to Develop:
Adaptation, ingenuity and progress

Conceptual Understanding

This is a first exploration on nature of matter and its macroscopic properties. Physical processes related to separating mixtures have many practical applications in our daily life, as in forensic science.

Statement of Inquiry:
All substances interacts leading to the world as we know it. When the something in the surrounding change there’s a rearrangement of matter that transform itself and its
Since the beginning of their history, Human being has used the physical transformations as a way to adapt the environment to their needs.

Inquiry Questions:

F: Can we separate mixtures using only physical processes?
C: Is the nature of matter related to its physical properties?
D: What is the impact of sophisticated mixture separations on understanding of complicated scientific issues?

Sciences
A: Knowing and understanding
   - i. explain scientific knowledge
   - ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
   - iii. analyse and evaluate information to make scientifically supported judgments.
D: Reflecting on the impacts of science
   - i. explain the ways in which science is applied and used to address a specific problem or issue
   - ii. apply scientific language effectively
   - iii. document the work of others and sources of information used.

Communication
I. Communication skills
   - Use appropriate forms of writing for different purposes and audiences
   - Negotiate ideas and knowledge with peers and teachers
   - Collaborate with peers and experts using a variety of digital environments and media
   - Use and interpret a range of discipline-specific terms and symbols
   - Structure information in summaries, essays and reports

ATL

Learning Experiences:
Lab activities
Problem solving analysis
Write a procedure

Thinking
VIII. Critical thinking skills
   - Practise observing carefully in order to recognise problems
   - Consider ideas from multiple perspectives
IX. Creative thinking skills
   - Use brainstorming and visual diagrams to generate new ideas and inquiries
   - Create novel solutions to authentic problems
   - Apply existing knowledge to generate new ideas, products or processes
X. Transfer skills
   - Apply skills and knowledge in unfamiliar situations

Learning Experiences:
Lab activities
Problem solving analysis
Write a procedure

MYP Assessment Criteria
A: Knowing and understanding, D: Reflecting on the impacts of science

Knowledge and Skills
Knowledge and understanding of nature of matter and of the most important separation methods, Communicator skills Problem solving skills
### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Identity</td>
<td>Sciences</td>
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<tr>
<td>Relationships</td>
<td>• Function</td>
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<td>• Patterns</td>
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### Global context

**Scientific and technical innovation**

### Conceptual Understanding

Your identity is determined by the relationship between different levels of organization in your body which, although differing in complexity, share patterns and functions with all life on earth.

### Statement of Inquiry:

Your identity is determined by the relationship between different levels of organization in your body which, although differing in complexity, share patterns and functions with all life on earth. Scientific and technical innovation help us to discover and study these patterns and functions.

### Inquiry Questions:

- **F**: What are cells and how are they structured?
- **C**: What determines whether something is alive or not?
- **D**: Why was the invention of microscope so important for the progress of science?
- **D**: Why was the discovery of penicillin so important for medical science?

### Sciences

**A: Knowing and understanding**

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

**D: Reflecting on the impacts of science**

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

### Social

**II. Collaboration skills**

- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups

### Learning Experiences:

Students will work in groups during lab experiences.

### Self-management

**III. Organization skills**

- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class

### Learning Experiences:

Students will have to bring lab coat and other materials for practical work in the lab.
VI. Information literacy skills
• Collect, record and verify data
• Process data and report results

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Learning Experiences:
Students will collect and analyze data during practical experiences in the lab about diffusion and osmosis.
Students will write an essay on the invention of microscope by using network information.

VIII. Critical thinking skills
• Consider ideas from multiple perspectives

Learning Experiences:
Students will reflect on the consequences of the invention of the microscope.

MYP Assessment Criteria
A: Knowing and understanding, D: Reflecting on the impacts of science

Knowledge and Skills
Knowledge: Ultrastructure of cells - Communication between cells: the importance of the membrane - diffusion, osmosis and active transport - Microorganisms: Bacteria, viruses and microscopic eukaryotes: uses and dangers - Mycobacterium leprae and other pathogens as examples of different agents causing infectious diseases - The importance of microscopy in the development of biology and medicine - Classification of living organisms.
Skills: use of microscope for observation of prokaryotic and eukaryotic cells - observation of osmosis process in onion cells or hen’s egg - collection and analysis of data in "diffusion experiment" - how to choose and acknowledge reliable sources to use for a scientific research - how to write a bibliography by using MLA format. Connection to the CAS-Service curriculum: the study of leprosy as an infectious disease still present in developing countries is related to "CALAM day" activity.

MYP4: Physics: Unit 2: Motion
(15 weeks (30 hours))
Authors: Chiara Colucci

Key & Related Concepts
Key Concepts
- Relationships

Related Concepts
- Sciences
  • Movement

Global context
- Exploration to Develop:
  Scale, duration, frequency and variability
  Natural and human landscapes and resources

Conceptual Understanding
Relationships between motion quantities are needed to understand our movement and its causes

Statement of Inquiry:
Physics models the movement of objects to get laws and principles that can effectively be applied to increase vehicle’s safety thanks to technical innovation.

Inquiry Questions:
Unit Title

C: What is the relationship between kinematics and car’s safety? How can we improve it?

F: How can we apply motion’s laws to objects’ movement? How can I figure out the safety distance between two cars? How does a safety belt work?

D: Is it possible to apply Physics models you learn to all the kinds of movement? What hypothesis are essential?

Communication

I. Communication skills

- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks

Learning Experiences:

They will use Movie Maker and Tracker and graph analysis

Social

II. Collaboration skills

- Use social media networks appropriately to build and develop relationships
- Delegate and share responsibility for decision-making
- Help others to succeed

Learning Experiences:

Group work to use Tracker and Movie maker

MYP Assessment Criteria

A: Knowing and understanding, D: Reflecting on the impacts of science

Knowledge and Skills

Kinematics scalar quantities (distance, speed) and vectorial quantities (displacement, velocity, acceleration), - Kinematics quantities (scalar and vectorial): distance, displacement, speed, velocity, acceleration, - Graphs of motion, - Use of Tracker and of video analyzing techniques (Movie maker), - Forces : description, unit and Newton’s laws, Potential Energy and Kinetic Energy, Conservation of energy principle, Power

MYP4: Biology: Unit 3: Molecules and reactions of life
(10 weeks (20 hours))
Authors: Monica Stauder

Key Concepts

- Systems

Related Concepts

- Sciences
  - Energy
  - Transformation

Scientific and technical innovation

Exploration to Develop:
Systems, models, methods; products, processes and solutions

Conceptual Understanding

The systems of life are supported by biochemical reactions and the transformations of energy that occur within cells.

Statement of Inquiry:

The systems of life are supported by biochemical reactions and the transformations of energy that occur within cells. Innovation in science could lead to these reactions being utilized to meet growing energy and food needs.
Inquiry Questions:

- F: What occurs in the process of cellular respiration?
- F: What factors are needed for photosynthesis?
- C: Why do some organisms need to feed themselves whereas others do not?
- D: Should we control our diet?

Sciences

A: Knowing and understanding
- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

B: Inquiring and designing
- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

C: Processing and evaluating
- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Social

II. Collaboration skills
- Delegate and share responsibility for decision-making
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Encourage others to contribute

Learning Experiences:
- Students will work in group in the lab to carry out experiments.

Self-management

III. Organization skills
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class
- Select and use technology effectively and productively

V. Reflection skills
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

Learning Experiences:
- Students will work in group in the lab. They will be responsible of their materials and lab instruments.

Research

VI. Information literacy skills
- Collect, record and verify data
- Access information to be informed and inform others
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Understand and use technology systems

Learning Experiences:
Students will carry out an experiment on photosynthesis or fermentation and will collect, process and analyze data.

**Thinking**

**VIII. Critical thinking skills**
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Use models and simulations to explore complex systems and issues

**X. Transfer skills**
- Apply skills and knowledge in unfamiliar situations
- Combine knowledge, understanding and skills to create products or solutions

**Learning Experiences:**
Students will design an experiment on photosynthesis by using a simulation.

---

**MYP Assessment Criteria**

A: Knowing and understanding, B: Inquiring and designing, C: Processing and evaluating

**Knowledge and Skills**
Knowledge: Carbohydrates, proteins, fats, minerals and vitamins - enzyme activity - photosynthesis and leaf structure - aerobic and anaerobic cellular respiration. Skills: Testing foods for different nutrients - Burning glucose experiment - Fermentation reaction with yeast - Analyzing a food tag - Photosynthesis experiment simulation

---

**MYP 4: Unit 3: Chemistry: From atoms to molecules (9 weeks (18 hours))**
**Authors:** Serena Salis

### Key Concepts
- Change

### Related Concepts
- Sciences
  - Interaction
  - Models
  - Transformation

### Scientific and technical innovation
How chemical processes, from combustion to nuclear energy, have affected the development of human kind?

**Exploration to Develop:**
Opportunity, risk, consequences and responsibility

### Conceptual Understanding
Atoms interacts with each other in order to find a more stable configuration. Chemistry is studying this process and give us the possibility to make predictions, based on a cause-effect relationship.

### Statement of Inquiry:
Atoms interacts with each other in order to find a more stable configuration. This process lead to formation of all matter surrounding us. Chemistry study this processes and give us the possibility to make predictions, based on a cause-effect relationship. These models lead to many of new technological improvements improving our life from several points of view.

**Inquiry Questions:**
Using symbols to represent elements, molecules and chemical processing: how can we represent atoms when interacting into molecules? How can we represent the reactions between elements and molecules and extract informations from this notation?
Unit Title

Predict atom and molecules chemica behaviour using the periodic table and chemical equations: How can predict atom and molecules chemica behaviour using the periodic table and chemical models of reactivity?

Reactions and development of society: How chemical processes, from combustion to nuclear energy, are affecting the development of our society?

**Sciences**

**A: Knowing and understanding**
- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

**D: Reflecting on the impacts of science**
- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

**Communication**

**I. Communication skills**
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Write for different purposes
- Make effective summary notes for studying
- Structure information in summaries, essays and reports

**ATL**

**Learning Experiences:**
- Write a scientific essay on an element
- Gig saw on historical chemical processes

**Social**

**II. Collaboration skills**
- Delegate and share responsibility for decision-making
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Listen actively to other perspectives and ideas
- Encourage others to contribute

**Learning Experiences:**
- Gig saw on historical processes

**MYP Assessment Criteria**

**A: Knowing and understanding, D: Reflecting on the impacts of science**

**Knowledge and Skills**

Knowledge: Understand the atomic structure and predict isotopes compositions through atomic number and atomic mass. Understand and symbols related to elements and molecules. Skills: understand the main characteristics of familiar and unfamiliar elements through periodic table. Evaluate the impact of isotopes based technology on Medicine, Science and Engineering.

**MYP4: Biology: Unit 4: Producers and consumers**

(5 weeks (10 hours))

**Authors:** Monica Stauder

**Key & Related Concepts**
Global context

Globalization and sustainability

Exploration to Develop:
Consumption, conservation, natural resources and public goods

Conceptual Understanding

Ecosystems can be in balance when the species sharing their habitat in the environment have interconnected and sustainable functions and roles.

Statement of Inquiry:
Ecosystems can be in balance when the species sharing their habitat have interconnected and sustainable functions and roles. A balanced relationship among all the different components of an ecosystem is fundamental to safeguard the environment.

Inquiry Questions:

C: Who are producers and consumers?
C: How do changes or shifts in species' functions and roles, or interactions between species, influence the balance and stability of an ecosystem?
D: Why should we safeguard the environment?
F: What are the interconnected roles and functions of different species that contribute to maintaining balance in an ecosystem?

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Use appropriate strategies for organizing complex information

Learning Experiences:

Students will be asked to create mind maps for revising the topics for the final exam.

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Use models and simulations to explore complex systems and issues

IX. Creative thinking skills

- Apply existing knowledge to generate new ideas, products or processes

Learning Experiences:

Students will reflect on sustainability and on how to safeguard our planet.

MYP Assessment Criteria

A: Knowing and understanding

Knowledge and Skills

Topics: Ecosystems (food web, biotic and abiotic components, population, community, habitat) - Factors affecting survival and adaptation - Nutrient cycles - Greenhouse effect and global warming
MYP4: Physics: Unit 3: How is our climate changing?
(8 weeks (16 hours))
Authors: Chiara Colucci

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<th>Key &amp; Related Concepts</th>
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<tbody>
<tr>
<td>Change</td>
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<td>Sciences</td>
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<td>Environment</td>
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</table>

Global context

Globalization and sustainability

Exploration to Develop:
Human impact on the environment

Conceptual Understanding

Scientific evidence shows that human activity is leading to major changes in global environment

Statement of Inquiry:
Scientific evidence shows that human activity is leading to major changes in global environment

Inquiry Questions:

F : Where do we obtain energy from?
F : What are the advantages and disadvantages of different energy sources?
F : How do we convert energy from renewable and non-renewable sources?
F : What evidence is there that human activity is affecting Earth's climate?
C : How does energy affect matter?
C : How does human activity affect the Earth’s climate?
D : To what extent is human activity responsible for climate change?
D : To what extent can we responsibly manage Earth’s environment?

Communication

I. Communication skills
• Use appropriate forms of writing for different purposes and audiences
• Use a variety of media to communicate with a range of audiences

Research

VI. Information literacy skills
• Access information to be informed and inform others
• Understand and use technology systems
• Use critical literacy skills to analyse and interpret media communications
• Understand and implement intellectual property rights

VII. Media literacy skills
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)
• Make informed choices about personal viewing experiences

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Propose and evaluate a variety of solutions

IX. Creative thinking skills
• Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills
<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>C: Processing and evaluating, D: Reflecting on the impacts of science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td>Find out how the Earth’s atmosphere helps maintain the conditions that make life possible, Explore the Physics behind the processes that keep the Earth’s climate in balance, and the factors that are affecting the balance, Take action locally to reduce our own impact on the global climate balance.</td>
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### Chinese (MYP 4)

**Unit Title**

**I valori e la letteratura**  
(6 weeks (6 hours))

**Authors:** Sarina Gosio

<table>
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<tr>
<th>Key Concepts</th>
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<td>Change</td>
<td>Language and literature</td>
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<td>• Context</td>
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<td>• Genres</td>
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<td>• Intertextuality</td>
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<td>• Point of view</td>
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**Orientation in space and time**

*Exploration to Develop:*

Peoples, boundaries, exchange and interaction

---

**Global context**

nel passaggio da una generazione ad un’altra i valori cambiano. Se prendiamo come oggetto di osservazione l’Italia nel momento di passaggio dal comune alla signoria, dal medioevo al rinascimento, possiamo osservare un radicale mutamento nei valori di riferimento.

I nuovi valori della società borghese animano un nuovo tipo di letteratura, che non ha come fine l’insegnamento morale, ma l’istruire e il divertire

---

**Conceptual Understanding**

I nuovi valori della società borghese animano un nuovo tipo di letteratura, che non ha come fine l’insegnamento morale, ma l’istruire e il divertire

---

**Statement of Inquiry:**

la novella incarna i nuovi valori della nascente società umanistica, esaminiamo il patrimonio valoriale come funzione di un momento storico, culturale e generazionale specifico. Riflessione sul significato dei valori e gli strumenti per veicolarli. Temi, intenti, struttura ed elementi narratologici nel Decameron

**Inquiry Questions:**

D Il patrimonio valoriale come funzione di un momento storico, culturale e generazionale specifico: come cambiano i valori da una generazione all’altra? cosa sono i valori? perché è così difficile trasmettere i propri valori alle generazioni successive?  

C Il significato dei valori e gli strumenti per veicolarli: quali valori vengono espressi dalla nuova società umanistica? quali appartengono ancora al nostro mondo?  

F temi, intenti, struttura ed elementi narratologici nel Decameron: cosa mi avvicina alla novellistica del trecento? di cosa devo tenere conto se voglio scrivere una storia alla maniera di Boccaccio?
Language and literature

A: Analysing
- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- analyse the effects of the creator's choices on an audience
- evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing
- organize opinions and ideas in a sustained, coherent and logical manner

C: Producing text
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.

D: Using language
- use appropriate and varied vocabulary, sentence structures and forms of expression
- use correct grammar, syntax and punctuation

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

Thinking

Language and literature:
- A: Analysing
- B: Organizing
- C: Producing text
- D: Using language

Knowledge and Skills
Breve riflessione storico culturale sul mutamento sociale e il ruolo della borghesia in epoca medievale. Alla lavagna dobbiamo scrivere con quali valori identifichiamo la società nobiliare da un lato, quella borghese dall'altro. Identifichiamo i valori comuni. Infine individuiamo i valori della nostra società, quella in cui viviamo, e riflettiamo su differenze e somiglianze. Si comprende che i valoro della società borghese sono in molta parte giunti fino a noi, Incontro con la narrativa di intrattenimento: lettura in classe o a casa di varie novelle provenienti dalle più importanti raccolte (Mille e una notte, Novellino, I racconti del sultano, Decameron, Giovanni Boccaccio e il Decameron. Struttura, temi, intenti narrativi, pubblico. Lettura e comprensione di alcune novelle, Invitiamo in classe il docente di cinese che ci racconta come son nate le più importanti storie che compongono l'epica e la narrativa della Cina. Dispense
AI WEIWEI (10 weeks (20 hours))

**Authors:** Pier Giorgio Giraudo, Chiara Bucci

### Key Concepts
- Aesthetics
- Communication

### Related Concepts
- Language acquisition: Phases 1-2
  - Meaning
  - Message
  - Word choice

### Personal and cultural expression
- Chinese: l’espressione delle proprie idee, convinzioni rispetto alla libertà individuale e al lavoro di ai weiwei

### Exploration to Develop:
- Artistry, craft, creation, beauty
- Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

### Global context

### Conceptual Understanding

#### Statement of Inquiry:
le forme della comunicazione

#### Inquiry Questions:
- la lingua e l’espressione del pensiero: come ai weiwei riesce a comunicare il suo pensiero?

#### Language acquisition
- C: Communicating in response to spoken and/or written and/or visual text
  - iii. use phrases to communicate ideas, feelings and information in familiar situations

#### D: Using language in spoken and/or written form
  - iii. use language to suit the context.

#### Communication
- I. Communication skills
  - Give and receive meaningful feedback
  - Interpret and use effectively modes of non-verbal communication

### Learning Experiences:
attraverso l’analisi delle opere di ai weiwei e il suo lavoro concettuale, gli studenti dovranno creare degli slogan e delle frasi con i quali comunicare in modo analogo a quello dell’artista il proprio pensiero

### MYP Assessment Criteria
- Interdisciplinary:
  - A: Disciplinary grounding
  - C: Communicating
- Language acquisition:
  - C: Communicating in response to spoken and/or written and/or visual text
  - D: Using language in spoken and/or written form

### Knowledge and Skills
. il lavoro e l’opera di ai weiwei. la censura in cina. la comunicazione attraverso i media cinesi. pechino e il quartiere dell’arte 798. la funzione della comunicazione e le situazioni sociali in cina e nel mondo (italia). vocaboli HSk1. complemento di mezzo. complemento di compagnia. le costruzioni preposizionali. i potenziali e i risultativi principali. la traduzione del testo cinese
Unit Title

**MYP4 LA SCUOLA IN CINA, 上课了! (5 weeks (20 hours))**
Authors: Pier Giorgio Giraudo, Chiara Bucci

<table>
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<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
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<tr>
<td>✨ Culture</td>
<td>✑️ Language acquisition: Phases 3-4</td>
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Conceptual Understanding

**Statement of Inquiry:**

**Inquiry Questions:**

F: in che modo la scuola in Cina differisce dalla nostra? quali sono i pro ed i contro dei due sistemi?

MYP Assessment Criteria

**Knowledge and Skills**

lessico scolastico 节课，教室，学校，体育场，图书馆，秘书室，操场，校长，练习，复，课，作业，填写，课程表，le materie 科学，数学，历史，地理，外语，体育，la scuola in Cina oggi 电脑，电子白板，笔记本，平板 e prima 本子，书，黑板，粉笔 (film 一个都不能少)，comparazione 相比，e esprimersi con complemento di grado 得 e con avverbi 太，更，最，比较，多，少。i livelli di istruzione 幼儿园，小学，初中，高中，大学。

HELLO CHINA (1 week)
Authors: Pier Giorgio Giraudo, Chiara Bucci

MYP Assessment Criteria

Knowledge and Skills

NIAN E IL CAPODANNO CINESE
(1 week)
Authors: Pier Giorgio Giraudo, Chiara Bucci

MYP Assessment Criteria

Knowledge and Skills

MYP4 HSK 2级与中国的考试
(5 weeks (20 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

MYP Assessment Criteria
Unit Title

Knowledge and Skills
Diventare familiari con l’esame HSK nelle varie parti: comprensione orale 听力，
comprensione scritta 阅读; comprendere istruzioni in lingua cinese nonché lessico specifico
e contenuti grammaticali corrispondenti al livello A2.

MYP4 CHINESE CELEBRITIES 中
国明星 (5 weeks (20 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills
celebrità cinesi di varie professioni 歌手，演员，导演，作家，武术家，运动家 verbi di
attività 唱歌，跳舞，听音乐，打篮球，踢足球，看电影， descrivere l’aspetto fisico 眼睛，
头发，高矮，胖瘦，帅哥，美女。esprimere avvenimenti del passato con了，过，的时候，
e consequenzialità 所以，因为，才，就。

日常生活 (6 weeks (24 hours))
Authors: Chiara Bucci

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills
Scrivere una pagina di diario per parlare di sè, dei proprio desideri,speranze e imbarazzi
要，希望，不好意思; colloca un’azione nel tempo 的时候; esprimere possibilità 可能 e
chiedere spiegazioni 为什么，怎么。espressioni idiomatiche 吃醋，吃苦。，Lezioni 1,2,3
del libro 说汉语写汉字

COS’è LA DIASPORA CINESE?
(15 weeks (24 hours))
Authors: Pier Giorgio Giraudo

Key Concepts
Communities
Identity

Related Concepts
Language acquisition: Phases 1-2
• Context
• Conventions
• Structure

Global context
Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and
exchange

Conceptual Understanding

Statement of Inquiry:
cosa spinge una comunità ad abbandonare il proprio territorio?

Inquiry Questions:
le comunità cinesi in Italia e nella nostra città: chi sono i cinesi che vivono in Italia?

ATL
Research
VI. Information literacy skills
- Collect, record and verify data
- Make connections between various sources of information

VII. Media literacy skills
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Learning Experiences:
- gli studenti dovranno indagare la storia delle comunità locali facendo delle interviste e raccogliendo i dati necessari sull'origine della comunità locale e di quelle in Italia

Communication

MYP Assessment Criteria

Interdisciplinary:
- A: Disciplinary grounding
- C: Communicating

Language acquisition:
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Knowledge and Skills
- Knowledge & Skills TBD, Take photos (with mobile phone), as an easy skill that will help to respond to the unit question, . conoscenza della geografia cinese . conoscenza del zhejiang e dell'area di shanghai . approfondimento sulle varie etnie cinesi . le comunità cinesi in europa e il concetto della chinatown . approfondimento del lessico HSK2 . le principali congiunzioni in cinese 因为。。。 所以、 和、不但。。。 而且、还、再 . le particelle LE 了, modale ed aspettiva . uso della particella GUO 过 . tre usi di ZAI 在

MATEMATICA DI CARTA
(8 weeks (13 hours))
Authors: Pier Giorgio Giraudo

Key & Related Concepts

Key Concepts
- Form
- Perspective

Related Concepts
- Language acquisition: Phases 1-2
  - Conventions
  - Form
  - Function

Global context

Scientific and technical innovation
- Chinese: come il pensiero le la lingua cinese hanno sviluppato diversi sistemi matematici.

Conceptual Understanding

Statement of Inquiry:
- come la lingua cinese ha influenzato altri sistemi di pensiero all'interno della sua cultura

Inquiry Questions:
- La matematica come espressione del pensiero cinese: come mai i cinesi hanno sviluppato un sistema matematica diversa?

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems

IX. Creative thinking skills
### MYP Assessment Criteria

#### Language acquisition:
- **A:** Comprehending spoken and visual text
- **B:** Comprehending written and visual text

#### Knowledge and Skills
- il sistema matematico in cina. l'abaco. l'uso dell’abaco. 算盘. i termini base usati nelle operazioni matematiche in cina. le percentuali. i termini per le materie scolastiche scientifiche

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### MYP4 CREA LA TUA CINA! 创作你的中国！ (6 weeks (24 hours))

**Authors:** Pier Giorgio Giraudo, Chiara Bucci

### Conceptual Understanding

### MYP Assessment Criteria

#### Knowledge and Skills
- geografia della Cina: province, regioni autonome, RAS, questione di 台湾。 differenza tra 首都, 大城市 e 小村. le minoranze etniche 少数民族. esprimere la percentuale 百分数. i territori geografici 高山, 草原, 沙地, 湖泊, 河川. grandi fiumi cinesi e la loro importanza antropologica: la culla del fiume giallo 黄河 e il bacino dello 扬子江。 punti cardinali 北南西东 e nomi delle province es. 山西, 山东, 广东, 广西, 江西, 湖北, 湖南, 河北, 河南, 云南。, Vedi lezioni 4, 5, 6 del libro 说汉语写汉字.

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### English (MYP 4)

**Unit Title**

**MYP 4: Eng: unit 1: Perspectives (12 weeks (60 hours))**

**Authors:** Carole Stansfeld, Ben Wilson

### Key & Related Concepts

**Key Concepts**
- Culture

**Related Concepts**
- Language acquisition: Phases 3-4
  - Audience
  - Point of view
  - Purpose

### Global context

**Identities and relationships**

### Conceptual Understanding

Perspective, choice of point of view, audience and purpose influence message, content and style. Conversely, the context of reception influences interpretations of the text.

### Statement of Inquiry

**Statement of Inquiry:**
Perspective, choice of point of view, audience and purpose influence message, content and style. Conversely the context of reception influences interpretations of the text. Beliefs, values and cultures influence both the production and the interpretation of texts.

Inquiry Questions:

F: What are the characteristics of first person and third person narration? What are the main characteristics of different text types?

C: What are effects of writers’ choice of point of view? How do audience, context and purpose determine text type?

D: how do writer’s context and choices affect message, content and type of text? How does the reader’s context affect interpretation?

Language acquisition

A: Comprehending spoken and visual text
   • i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations

Communication

I. Communication skills
   • Give and receive meaningful feedback
   • Use a variety of speaking techniques to communicate with a variety of audiences
   • Use appropriate forms of writing for different purposes and audiences
   • Use a variety of media to communicate with a range of audiences
   • Negotiate ideas and knowledge with peers and teachers
   • Collaborate with peers and experts using a variety of digital environments and media
   • Share ideas with multiple audiences using a variety of digital environments and media
   • Read critically and for comprehension
   • Read a variety of sources for information and for pleasure
   • Make inferences and draw conclusions
   • Use and interpret a range of discipline-specific terms and symbols
   • Write for different purposes
   • Preview and skim texts to build understanding
   • Take effective notes in class
   • Make effective summary notes for studying
   • Use a variety of organizers for academic writing tasks
   • Find information for disciplinary and interdisciplinary inquiries, using a variety of media
   • Organize and depict information logically
   • Structure information in summaries, essays and reports

Learning Experiences:

Students consider different intelligences and reflect on their own.
Students re-write a story from a different point of view
Students run a mock-trial to consider different characters’ points of view using quotations from the text as evidence
students learn to write organized and structured paragraphs (also using MLA for textual evidence) analyzing point of view and perspective
students discuss in class how science fiction and fantasy may convey a perspective on present reality
students present in groups to their peers using media for research and presentation, organizing and dividing work and reflecting on their own perception and strategies to interest the audience.
Students will present orally and in writing their analysis of excerpts from different types of texts and be able to clearly present their features.
Students are encouraged to take notes effectively from oral explanations and information and activities in other formats
Text type Samples will be provided for skim reading leading to the identification of typical text type features
Students will produce different types of text with a focus on personal recounts and instruction texts.
Students will work in pairs, do peer-review, and produce different drafts.

Social
II. Collaboration skills
- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one’s own actions
- Manage and resolve conflict and work collaboratively in teams
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback

Learning Experiences:
Students consider different intelligences and reflect on their own.
Students re-write a story from a different point of view
Students run a mock-trial to consider different characters’ points of view using quotations from the text as evidence
Students will write a reflection about work in groups on their ATL journals and then brainstorm in class
Students present in groups to their peers using media for research and presentation, organizing and dividing work and reflecting on their own perception and strategies to interest the audience.

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

IV. Affective skills
- Self-motivation
  - Practise analysing and attributing causes for failure

V. Reflection skills
- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Try new ATL skills and evaluate their effectiveness
- Consider content
  - What don’t I yet understand?
  - What questions do I have now?
- Consider ATL skills development
  - How can I share my skills to help peers who need more practice?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
- Focus on the process of creating by imitating the work of others
- Keep a journal to record reflections

Learning Experiences:
Students consider different intelligences and reflect on their own.
Students learn to write organized and structured paragraphs (also using MLA for textual evidence) analyzing point of view and perspective
Students will write a reflection about work in groups on their ATL journals and then brainstorm in class
Students present in groups to their peers using media for research and presentation, organizing and dividing work and reflecting on their own perception and strategies to interest the audience.
After summative assessment students reflect on their learning process and strategies. Students keep an ATL journal.

**Research**

**VI. Information literacy skills**
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Use critical literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct an bibliography according to recognised conventions
- Identify primary and secondary sources

**VII. Media literacy skills**
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**Learning Experiences:**

Students learn to write organized and structured paragraphs (also using MLA for textual evidence) analyzing point of view and perspective.

Students present in groups to their peers using media for research and presentation, organizing and dividing work and reflecting on their own perception and strategies to interest the audience.

**Thinking**

**VIII. Critical thinking skills**
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Generate metaphors and analogies

**X. Transfer skills**
- Utilize effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions
- Change the context of an inquiry to gain different perspectives

**Learning Experiences:**

Students consider different intelligences and reflect on their own. Students re-write a story from a different point of view. Students run a mock-trial to consider different characters' points of view using quotations from the text as evidence. Students learn to write organized and structured paragraphs (also using MLA for textual evidence) analyzing point of view and perspective. Students discuss in class how science fiction and fantasy may convey a perspective on present reality.
students present in groups to their peers using media for research and presentation, organizing and dividing work and reflecting on their own perception and strategies to interest the audience.

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Passives</th>
<th>Reported speech</th>
<th>Connectives</th>
<th>Noun group and sentence structure</th>
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MYP 4: Eng: unit 2: prejudice and discrimination
(12 weeks (60 hours))
Authors: Carole Stansfeld, Ben Wilson

Key Concepts

- Connections

Key & Related Concepts

<table>
<thead>
<tr>
<th>Language acquisition: Phases 3-4</th>
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<tbody>
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<td>• Context</td>
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<td>• Empathy</td>
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<th>Language acquisition: Phases 5-6</th>
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<tr>
<td>• Context</td>
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<td>• Empathy</td>
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</table>

Global context

- Fairness and development

Conceptual Understanding

Social contexts influence individuals and their interactions: inequality, discrimination and privilege create conflicts within societies and among individuals. Empathy and lack of empathy are influenced by one’s context and by understanding of the other.

Statement of Inquiry:

Social contexts influence individuals and their interactions: inequality, discrimination and privilege create conflicts within societies and among individuals.

Inquiry Questions:

- **F**: What types of discrimination are there?
- **C**: How is discrimination created?
- **D**: Is discriminating part of human nature or a result of social dynamics?

ATL

<table>
<thead>
<tr>
<th>Language acquisition</th>
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<tr>
<td>B: Comprehending written and visual text</td>
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<tr>
<td>• i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions</td>
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</tbody>
</table>
• ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
• i. analyse and draw conclusions from information, main ideas and supporting details
• ii. analyse basic conventions including aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to spoken, written and visual text in a range of familiar and unfamiliar situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
• iii. express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations
• iv. communicate with a sense of audience and purpose.
• i. respond appropriately to spoken, written and visual text in a range of social and some academic situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
• iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
• iv. communicate with a sense of register, purpose and style.

D: Using language in spoken and/or written form
• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas into a structured text; use a wide range of cohesive devices
• iii. use language to suit the context.
• i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
• ii. organize information and ideas; use a wide range of cohesive devices
• iii. use language to suit the context.

Communication

I. Communication skills
• Give and receive meaningful feedback
• Use appropriate forms of writing for different purposes and audiences
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Write for different purposes
• Preview and skim texts to build understanding
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media
• Organize and depict information logically
• Structure information in summaries, essays and reports

Learning Experiences:

The students will read and analyse stories, poetry and a novel and discuss characterization and setting;
Students will organize their ideas first in an outline and then in essay form.
Students will skim through The Unhappiness Report to reflect on how various issues in communities influence individual well being.
Students will research an important issue keeping in mind the questions of the unit and present their findings to the class.
Analysis and reflection on the work done during this unit first individual and then shared with the class

Social
II. Collaboration skills
• Practise empathy
• Take responsibility for one’s own actions
• Listen actively to other perspectives and ideas
• Give and receive meaningful feedback

Learning Experiences:
The students will read and analyse stories, poetry and a novel and discuss characterization (individuals) and setting (context);
Students will research in groups an important issue keeping in mind the questions of the unit and present their findings to the class.
Analysis and reflection on C&S activity.

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Use appropriate strategies for organizing complex information

IV. Affective skills
• Perseverance
  - Demonstrate persistence and perseverance

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Consider ATL skills development
  - What can I already do?
• Keep a journal to record reflections

Learning Experiences:
Students will organize their ideas first in an outline and then in essay form. They will use previous knowledge in paragraph writing, learn to plan an essay, receive feedback on the plan and revise accordingly.
Students will skim through The Unhappiness Report, research and analyze using different ways of reading for different purposes.

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Present information in a variety of formats and platforms
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Understand and implement intellectual property rights
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Learning Experiences:
Students will research an important issue and present their findings to the class.
Students acknowledge sources (MLA)

Thinking
VIII. Critical thinking skills
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions
• Revise understanding based on new information and evidence
• Consider ideas from multiple perspectives
IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Inquire in different contexts to gain a different perspective

Learning Experiences:
Students will organize their ideas first in an outline and then in essay form using textual evidence.
Students will skim through The Unhappiness Report to reflect on data used to draw conclusions on complex human phenomena.
Students will research an important issue gathering information from different sources and presenting their findings.
Student reflect and brainstorm on their own experience in their CALAM activity.

MYP Assessment Criteria
B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

MYP 4: Eng: unit 3: Mixed media
(12 weeks (72 hours))
Authors: Katherine Terlato, Carole Stansfeld, Ben Wilson

Key & Related Concepts
Key Concepts
 comunicating

Related Concepts
Arts: Visual arts
- Composition
- Expression

Global context
Personal and cultural expression

Conceptual Understanding
Understand the relationship between art forms and media
Two art forms can be used to transmit the same message with different effects.
Messages may be delivered using elements from different media and forms of art

Statement of Inquiry:
The function of a medium is to deliver a message: often messages are best delivered when arts use elements from other media and forms of art
The power of music over society and songs that represent life and how they can be interpreted in many different ways and meanings.

Inquiry Questions:
C: What is my interpretation of my favorite song and what can show it?
F: What elements that are traditionally from other forms of art are present in texts?
C: What are the effects of the use of these elements in texts?
D: What are the effects of mixing media? can the same content/message be communicated in different media?

ATL
Communication
Learning Experiences:

- Students may choose a song from any time, culture and place in the world.
- Students to explore their own connection to the song—be it emotional, religious, historical, technical or superficial.
- Students will create their own communication for the song through imagery and design.
- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.
- Students use previously acquired and new skills to analyze "traditional" poetry. They then use these skills for a less traditional end: analyzing lyrics and reflecting on their tastes and on differences between different media and tools for analysis.
- The analysis is instrumental in communicating their critical reading through art.

Self-management Learning Experiences:

- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.
- Students use previously acquired and new skills to analyze "traditional" poetry. They then use these skills for a less traditional end: analyzing lyrics and reflecting on their tastes and on differences between different media and tools for analysis.
- The analysis is instrumental in communicating their critical reading through art.

Research Learning Experiences:

- Students reflect on the use of similar elements in different media.
- Students use literary analysis as a basis for artistic representation.
- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.
- Students use previously acquired and new skills to analyze "traditional" poetry. They then use these skills for a less traditional end: analyzing lyrics and reflecting on their tastes and on differences between different media and tools for analysis.

Thinking Learning Experiences:

- Students are encouraged to see that different forms of art share common elements (use of imagery or mood in art and literature), and that many forms of art that are considered traditionally considered separate often merge (lyrics and poems).
- Students use literary analysis to analyze lyrics also reflecting on their own tastes and perception.
- The analysis is transferred and becomes a basis for artistic representation.
- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.

Interdisciplinary:

- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

Arts:

- C: Thinking creatively
- D: Responding

Language acquisition:

- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Knowledge and Skills:

knowledge and skills in conceptual art taken from the unit Represent: using a representative image to show emotion. Skills from previous practical works (including some from MP3), covering techniques of shading, colour and use of acrylic paint and brush techniques. In-depth exploration of the use of imagery, mood, visual and musical

French (MYP 4)
Unit Title
Vivre ensemble (16 weeks)
Authors: Chiara Lanciano

Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Connections</td>
<td>Language acquisition: Phases 1-2</td>
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<tr>
<td>Global interaction</td>
<td>· Conventions</td>
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<tr>
<td>Identity</td>
<td>· Patterns</td>
</tr>
</tbody>
</table>

Global context

- Exploration to Develop: Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Conceptual Understanding
Il est important de suivre des règles respectées et acceptées par tous

Statement of Inquiry:
Comment bien affronter une nouvelle année scolaire?

Inquiry Questions:
F : Quelles sont les règles fondamentales pour pouvoir vivre à l'intérieur d'une communauté ?
D : A quoi servent les règles?

Self-management

III. Organization skills
· Keep and use a weekly planner for assignments
· Bring necessary equipment and supplies to class

IV. Affective skills
· Self-motivation
  · Practise positive thinking

V. Reflection skills
· Develop new skills, techniques and strategies for effective learning
· Identify strengths and weaknesses of personal learning strategies (self-assessment)

Research
### VI. Information literacy skills
- Collect, record and verify data
- Access information to be informed and inform others

### Social

#### MYP Assessment Criteria
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

#### Knowledge and Skills
Lexique: se saluer, la politesse, les mois et les jours, la date, les métiers, les nationalités, la famille, remercier, s'excuser, les nombres, la description du physique et du caractère, décrire un objet, localiser un objet, parler des vêtements. Découvrir les systèmes scolaires des autres pays francophones. Quelles sont les règles que nous devons suivre pour vivre en toute sérénité notre scolarité ? Parler du drame des réfugiés: pourquoi fuient-ils? ou vont-ils et d’où viennent-ils? Réalisation de calligrammes en groupe en vue de l’Exposition "Migrations", Grammaire: les verbes du premier groupe (réguliers et irréguliers, les verbes du deuxième groupe, être et avoir, les adjectifs possessifs, c’est/ il est, le pronom on, la phrase interrogative, la phrase négative, le féminin et le pluriel, les pronoms personnels toniques, les pronoms COD et COI, les verbes prendre, aller, venir, faire, savoir, vouloir, devoir, pouvoir, les prépositions devant les noms de pays, les verbes pronominaux, les gallicismes, le conditionnel présent

### Unit Title: Vivre ensemble

**(11 weeks (44 hours))**

**Authors:** Chiara Lanciano

#### Key & Related Concepts

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<thead>
<tr>
<th>Key Concepts</th>
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<tr>
<td>Connections</td>
<td>Language acquisition: Phases 3-4</td>
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</table>

#### Global context

**Identities and relationships**

**Exploration to Develop:**
- Identity formation, self-esteem, status, roles and role models

#### Conceptual Understanding

**Statement of Inquiry:**
On a besoin de de règles pour bien vivre ensemble

**Inquiry Questions:**
- **F:** Quelles sont les règles de la classe de français? de ma famille? d autres écoles ? d autres pays ?
- **C:** Quel est le but d une règle ? comment communiquer les règles ? Quel role ont les règles dans la vie en communauté?
- **D:** Est-ce qu on peut vivre sans règles ? Dans quelle mesure les règles nous aident à mieux vivre ensemble?

#### ATL Communication

**Communication skills**

1. Use intercultural understanding to interpret communication
2. Participate in, and contribute to, digital social media networks
3. Take effective notes in class
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Social

II. Collaboration skills
• Help others to succeed
• Listen actively to other perspectives and ideas

Self-management

III. Organization skills
• Keep an organized and logical system of information files/notebooks

V. Reflection skills
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
- Lexique de l’école et la famille - les systèmes scolaires dans le monde - Loisirs, sports - Révision de grammaire - les articles, le pluriel et le féminin, adjectifs possessifs, démonstratifs, le présent, le passé composé et l’impératif. - le futur et le futur antérieur - la météo et la ville

Santé et alimentation: être en forme (12 weeks)
Authors: Chiara Lanciano

Key Concepts

Connected Concepts

Language acquisition: Phases 3-4
- Function
- Meaning

Conceptual Understanding

Statement of Inquiry:
Etre en bonne santé ne signifie pas seulement prendre soin de son aspect extérieur mais prendre aussi soin de son corps et de son mental

Inquiry Questions:
F : Comment se définit une alimentation saine et équilibrée? Qu’est-ce que la "malbouffe"? Qu’est-ce que le "stress scolaire"?
C : Quels sont les facteurs qui influence une bonne santé?
D : Et dans les pays loin de chez nous? Sommes-nous tous responsables de la sécurité alimentaire d’autres pays?

Communication

I. Communication skills
• Use appropriate forms of writing for different purposes and audiences

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Draw reasonable conclusions and generalizations

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form
Unit Title

Knowledge and Skills

Lessico: il corpo umano, il viso, i sintomi, le malattie e le ferite, le cure e le medicine.
Comunicazione: esprimere una sensazione fisica, chiedere e dire ce ci si sente esprimere.
Grammatica: passato prossimo e imperfetto (ripasso), doppia negazione con ni...ni,
condizionale presente (ripasso), avverbi di luogo, espressione della causa e della conseguenza, il verbo se sentir.
Civilisation/ culture: le texte théatral et le théatre de Molière, Oscar et la dame rose d’Eric-Emmanuel Schmidt.

Les territoires d’outre mer français (2 weeks (8 hours))
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

L’écotourisme
(14 weeks (40 hours))
Authors: Chiara Lanciano

Key Concepts

Culture

Related Concepts

Language acquisition: Phases 3-4
• Context
• Conventions
• Empathy
• Point of view

Global context

Globalization and sustainability

Exploration to Develop:
Human impact on the environment

1. Les formes de tourisme et les voyages changent et cela a des répercussions sur le développement et l’environnement du pays.

Conceptual Understanding

Statement of Inquiry:

Les formes de tourisme et les voyages changent et cela a des répercussions sur le développement et l’environnement du pays.

Inquiry Questions:

F : Qu’est-ce que l’écotourisme ? Qu’est-ce que je peux faire quand je voyage pour l’environnement ? Quels exemples d’écotourisme ?

C : En quoi l’écotourisme peut-il contribuer à un avenir durable ? En quoi l’écotourisme peut aider le pays d’accueil ?

D : Pourquoi devrait-on se préoccuper de l’environnement ? dans quelle mesure le tourisme durable peut-il contribuer à préserver l’environnement ?
**Language acquisition**

**A: Comprehending spoken and visual text**
- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**B: Comprehending written and visual text**
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**C: Communicating in response to spoken and/or written and/or visual text**
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

**D: Using language in spoken and/or written form**
- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

**Communication**

**I. Communication skills**
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Share ideas with multiple audiences using a variety of digital environments and media
- Read a variety of sources for information and for pleasure
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks

**Self-management**

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines
- Keep and use a weekly planner for assignments
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Understand and use sensory learning preferences (learning styles)

**Research**

**VI. Information literacy skills**
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information

**VII. Media literacy skills**
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**MYP Assessment Criteria**

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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<tbody>
<tr>
<td>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</td>
<td>• Lexique du tourisme et des voyages, au guichet de la gare, à l’hôtel, La Francophonie, l’écologie, La France d’Outre mer, Les régions de France, Les pays européens, Le mail et la lettre amicale, L’utilisation du passé composé et de l’imparfait, L’accord du participe passé, Les pronoms personnels COD et COI, les adjectifs et les pronoms démonstratifs, les prépositions, C’est / il est, Knowledge &amp; Skills TBD, Imparfait, Les adjectifs et les pronoms interrogatifs</td>
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### Unit Title

**Les médias (10 weeks)**  
**Authors:** Chiara Lanciano

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<td>Communication</td>
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<td>• Audience</td>
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<td>• Message</td>
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**Global context**

*Scientific and technical innovation*

Exploration to Develop: Digital life, virtual environments and the Information Age

### Conceptual Understanding

**Statement of Inquiry:**

S'informer c'est aussi avoir accès aux médias traditionnels, pas seulement à internet.

**Inquiry Questions:**

- **F:** Qu'est-ce qu’un “média”?
- **C:** Comment est-ce que j'utilise les médias”
- **D:** Comment savoir faire le tri des informations?

### MYP Assessment Criteria

**A:** Comprehending spoken and visual text,  
**B:** Comprehending written and visual text,  
**C:** Communicating in response to spoken and/or written and/or visual text,  
**D:** Using language in spoken and/or written form

**Knowledge and Skills**

Lessico: i media tradizionali, internet e social network, i fatti di società e di cronaca , Comunicazione: informarsi, sull’attualità dare e sollicitare un’opinione , Grammatica: la nominalizzazione, i verbi di opinione, i pronomi possessivi, i pronomi relativi composti, i verbi suivre e plaie, i pronomi dimostrativi (ripasso), la mise en relief, la forma e la coniugazione passiva, Civiltà/ cultura la stampa francese, fare un riassunto, Cultura: la Francia del dopo guerra. Spettacolo “Saint-Germain-des-Prés”

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### L’écotourisme  
(11 weeks (14 hours))  
**Authors:** Chiara Lanciano

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**Global context**

*Globalization and sustainability*

**Conceptual Understanding**

Découvrir de nouvelles perspectives de tourisme peut faire réfléchir sur le concept meme du voyage

**Statement of Inquiry:**

Les formes de tourisme et les voyages changent et cela a des répercussions sur le développement et l’environnement du pays.
Unit Title

Inquiry Questions:

F: Qu’est-ce que l’écotourisme ? Qu’est-ce que je peux faire quand je voyage pour l’environnement ? Quels exemples d’écotourisme ?

C: En quoi l’écotourisme peut-il contribuer à un avenir durable ? En quoi l’écotourisme peut aider le pays d’accueil ?

D: Pourquoi devrait-on se préoccuper de l’environnement ? dans quelle mesure le tourisme durable peut-il contribuer à préserver l’environnement ?

Research

VI. Information literacy skills
- Access information to be informed and inform others
- Use critical literacy skills to analyse and interpret media communications

VII. Media literacy skills
- Seek a range of perspectives from multiple and varied sources

ATL

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lexique: l’heure, les loisirs, internet, les sports, parler de sa routine, les lieux publics, indiquer le chemin, alimentation, les prix, les commerçants, la restauration Lexique du tourisme et des voyages La Francophonie, l’écologie, La France d’Outre mer La lettre amicale, Grammaire: articles partitifs, pronoms en et y, le passé composé, les pronoms possessifs, l’imparfait, les adjectifs indéfinis, le plus-que-parfait

Se distraire (6 weeks)
Authors: Chiara Lanciano

Key Concepts
Culture

Related Concepts
- Language acquisition: Phases 3-4
  - Audience
  - Function

Personal and cultural expression

Global context
Artistry, craft, creation, beauty

Conceptual Understanding

Statement of Inquiry:
Il existe de multiples façons d’enrichir sa culture: celles-ci sont complémentaires.

Inquiry Questions:

F: Qu’est-ce que la "culture"?

D: Comment peut-on affiner son esprit critique?

C: Quels sont les sources culturelles à disposition?

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lexique: il cinema, il teatro, la musica, la danza, l’arte, la fotografia, il circo, Comunicazione: esprimere una critica positiva o negativa, proporre e descrivere un evento culturale, scambiare opinioni, Grammaire: il comparativo di azione, il superlativo, il trappasato
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>prossimo, l’interrogazione indiretta, il discorso indiretto, i verbi revoir e conclure, Civilisation/culture: i festival di musica, immaginare il seguito di un testo, descrivere un quadro, fare la critica di un film</th>
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<td>Plats typiques francophones (3 weeks)</td>
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<td>Knowledge and Skills: L’emploi du partitif et des articles</td>
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<td>La publicité (12 weeks (40 hours))</td>
<td>Authors:</td>
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<td>Key &amp; Related Concepts</td>
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<td>Global context</td>
<td>🧠 Personal and cultural expression: Artistry, craft, creation, beauty</td>
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<tr>
<td>Conceptual Understanding</td>
<td>Statement of Inquiry: Le langage et les images utilisés dans les médias ont le pouvoir de convaincre un destinataire</td>
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<tr>
<td>Knowledge and Skills</td>
<td>Étapes 14 et 15 le conditionnel les connecteurs logiques les indéfinis l’hypothèse le mail formel Demandes de renseignements</td>
</tr>
</tbody>
</table>
# Unit Title

**La solidarité**  
*(11 weeks (36 hours))  
Authors: Chiara Lanciano*

## Key & Related Concepts

### Key Concepts
- Connections

### Related Concepts
- Language acquisition: Phases 3-4
  - Context
  - Empathy
  - Meaning
  - Purpose

## Global context

### Fairness and development

**Exploration to Develop:**  
Imagining a hopeful future

## Conceptual Understanding

**Statement of Inquiry:**

Il existe de nombreuses manières d’occuper son temps mais aider les autres est surement la meilleure

**Inquiry Questions:**

- F : Qu’est-ce que je fais pour aider les autres ?
- C : Dans quelle mesure je peux aider les autres à l’école et en dehors de l’école ?
- D : Pourquoi aider les autres peut m’enrichir ?

### ATL Social

**II. Collaboration skills**

- Help others to succeed
- Manage and resolve conflict and work collaboratively in teams
- Listen actively to other perspectives and ideas

## MYP Assessment Criteria

A: Comprehending spoken and visual text,  
B: Comprehending written and visual text,  
C: Communicating in response to spoken and/or written and/or visual text,  
D: Using language in spoken and/or written form

### Knowledge and Skills

- les associations caritatives - les restos du coeur - Les campagnes publicitaires des associations - les demandes de renseignements, Grammaire : les pronoms relatifs, les adjectifs et les pronoms démonstratifs, les pronoms personnels compléments, le conditionnel, le futur dans le passé, quelques connecteurs logiques, les indéfinis (rien, personne et aucun), et les variantes de tout ), l’hypothèse, - lexique de la santé, le corps humain, - projet Kairos, - le mail, demande d’informations et de renseignements, - les poésies de La Fontaine, - les recettes pour Cakes for Nepal, - les phrases hypothétiques - les indéfinis - Les connecteurs logiques

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# Unit Title

**La solidarité**  
*(12 weeks)*  
Authors: Chiara Lanciano

## Key & Related Concepts

### Key Concepts
- Communities

### Related Concepts
- Language acquisition: Phases 3-4
  - Audience
  - Empathy

## Global context

### Fairness and development
### Conceptual Understanding

Comment montrer concrètement sa solidarité?

### Statement of Inquiry

**Statement of Inquiry:**
Il existe de nombreuses manières d’occuper son temps mais aider les autres est surement la meilleure.

**Inquiry Questions:**

- **F:** Qu’est-ce que je fais pour aider les autres ?
- **C:** Dans quelle mesure je peux aider les autres à l’école et en dehors de l’école ?
- **D:** Pourquoi aider les autres peut m’enrichir ?

### ATL

**Social**

II. Collaboration skills

- Practise empathy
- Make fair and equitable decisions
- Encourage others to contribute

### MYP Assessment Criteria

**A:** Comprehending spoken and visual text, **B:** Comprehending written and visual text, **C:** Communicating in response to spoken and/or written and/or visual text, **D:** Using language in spoken and/or written form

### Knowledge and Skills

**Lexique:** les logements, les pièces de la maison, la permission, l’interdiction, faire des comparaisons les associations caritatives - les restos du coeur - Les campagnes publicitaires des associations _les demandes de renseignements, Grammaire: le conditionnel présent, le comparatif et le superlatif, les adverbes, le futur, les pronoms relatifs simples, verbes irréguliers au présent, le passif, le plus que parfait, les pronoms démonstratifs

### Les règles dans la classe de Français (6 weeks (24 hours))

**Authors:**

### Key & Related Concepts

**Key Concepts**

- Connections

**Global context**

- Identities and relationships

### Conceptual Understanding

**Statement of Inquiry:**

**Inquiry Questions:**

- **D:** Pourquoi faut-il respecter les règles dans une communauté ?: Quelles sont les règles de la classe de Français

### ATL

- Communication

### MYP Assessment Criteria

**Knowledge and Skills**

**Unit Title**

**Une conscience écolo (10 weeks)**

**Authors:** Chiara Lanciano

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**Global context**

**Globalization and sustainability**

**Exploration to Develop:**

Human impact on the environment

**Conceptual Understanding**

**Statement of Inquiry:**

Penser au monde qui nous entoure requiert de la réflexion, de l'empathie et la volonté de transmettre aux autres le message que l'écologie concerne chacun de nous

**Inquiry Questions:**

F : Quelle responsabilité avons-nous de protéger et sauvegarder la planète Terre? Qu’est-ce que la pollution? qu’est-ce que la biodiversité? Qu’est-ce que le “développement durable”?

C : Comment aborder nos problèmes environnementaux? "Demain, tu feras le monde": penses-tu avoir une influence sur le monde de demain?

D : comment peut-on agir au quotidien?

D : Dans quelle mesure chaque être humain sur la planète est-il responsable du bien être de la Terre? Dans quelle mesure l’activité humaine influence-t-elle les changements climatiques et environnementaux? Comment agir concrètement au quotidien?

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**

Lessico: l’ambiente naturale, gli animali, i problemi legati all’ambiente, la protezione dell’ambiente, le fonti di energia, Comunicazione: descrivere un animale, esprimere un divieto o un obbligo, esprimere il dubbio, una certezza, una necessità, Grammatica: il congiuntivo presente, l’infinito, la forma impersonale, il participio presente e il gerundio, i verbi résoudre e éteindre, Metodologia/ Cultura: la Francia e le sue sfide ecologiche, lo sviluppo sostenibile

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**German (MYP 4)**

**Unit Title**

**MYP 4 German, phase 1; Unit 1:**

Schule und Freizeit - meine alltägliche Welt

(12 weeks (48 hours))

**Authors:** Nicole Bender

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**Global context**

*Identities and relationships*

Wie sehr hängt meine Identität von der Welt ab, die mich umgibt?

*Exploration to Develop:*

Identity formation, self-esteem, status, roles and role models

**Conceptual Understanding**

Vergleich den Alltag von Jugendlichen in Deutschland und Italien und merke, was ist unterschiedlich und was ist gleich

**Statement of Inquiry:**

In unserer globalen Welt ähneln sich Jugendliche auf der ganzen Welt immer mehr. Sowohl Lerninhalte als auch Essgewohnheiten gleichen sich dem an

**Inquiry Questions:**

F Welche Fächer habe ich in der Schule?: Was weiß ich schon von dem deutschen Schulsystem?

C Warum gibt es trotzdem Unterschiede in den Schulsystemen?: Was gefällt mir am deutschen Schulalltag besser?

D Wie sieht meine ideale Schule aus?: Was müsste ich dafür tun, damit meine Schule diesem Ideal ähneln?

**Language acquisition**

A: Comprehending spoken and visual text

- i. identify basic facts, messages, main ideas and supporting details in everyday situations

B: Comprehending written and visual text

- i. identify basic facts, messages, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language

D: Using language in spoken and/or written form

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

**ATL**

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Paraphrase accurately and concisely
- Take effective notes in class
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically

**Learning Experiences:**

Die Schüler lernen, sich in einem einfachen sprachlichen Kontext zurechtzufinden und nehmen einen ersten Kontakt mit der deutschen Sprache auf

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**

vocabulario: Hobbys e tempo libero, scuola e le materie a scuola, l’ora, i giorni della settimana, alfabeto, numeri, alimenti e bevande, corpo, salute, i mesi e stagioni,
Unit Title

abbrigliamento, la famiglia, feste Grammatica: verbi al presente regolari e irregolari, pronomi interrogativi, preposizioni locali e temporali, verbi separabili, articoli possessivi, imperativo, sintassi, i verbi haben und sein, articoli definitivi e indefinitivi, articolo possessivo, singolare e plurale, verbi modali, negazione, pronomi personali al nominativ + akkusativ

MYP 4: Unit 1 fase 3
:Kommunizieren in einer mehrsprachigen Welt
(13 weeks (48 hours))
Authors: Nicole Bender

Key Concepts
Communication

Related Concepts
Language acquisition: Phases 1-2
- Audience
- Context
- Function
- Meaning
- Word choice
Language acquisition: Phases 3-4
- Conventions
- Empathy
- Idiom
- Point of view

Global context
Personal and cultural expression
unterschiedliche Kommunikationsformen in unterschiedlichen Welten

Conceptual Understanding
The communication between peoples is in continuous development and changing

Statement of Inquiry:
Kommunikationsformen verändern sich ständig und reflektieren auch die unterschiedlichen Kulturen

Inquiry Questions:

F What is the difference between the past and the present in our way to communicate?: How did social networks change our way to communicate?

C How reflect our language the presence of different cultures in our society?: What does intercultural mean?

D How can we communicate in a pluricultural world?: How does intercultural affect personal choices?

Language acquisition
A: Comprehending spoken and visual text
  - ii. recognize basic conventions
  - ii. understand conventions
B: Comprehending written and visual text
  - i. identify basic facts, main ideas and supporting details, and draw conclusions

ATL
Communication
I. Communication skills
  - Use intercultural understanding to interpret communication
  - Make inferences and draw conclusions
  - Write for different purposes
Learning Experiences:
students learn to know the different communications in different cultures in Germany

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Grammatica: adjettivi declinazione Preposizioni : temporali, finali Verbi con 2 Oggetti Genitivo frasi finali , Vocabulario: Forme di comunicazione Lingue e culture , Ausstellung Ai Wei Wei Florenz <- <migration, Film Alemanya - Immigration der tuerkischen Gastarbeiter nach Deutschland, Gedicht: Halit Uenal: Es ist anders hier

MYP 4 German Unit 4:
Landeskunde DACHL: Staedte, Laender, Regionen und Traditionen (36 weeks (44 hours))
Authors: Nicole Bender

Key Concepts
Culture

Related Concepts
Language acquisition: Phases 1-2
- Meaning
- Message
- Patterns
- Word choice
Language acquisition: Phases 3-4
- Empathy
- Idiom
- Meaning
- Message
- Structure
- Word choice

Key & Related Concepts

Identities and relationships

Global context
Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding
Students learn to understand, that there are different cultures in the different germanspeaking states (Germany, Austria, Switzerland, Liechtenstein). Students learn that there is not only one german culture and the influence of the migration to the culture during the last 50 years

Statement of Inquiry:
Different traditions and abitudes connect people across the world, using universal themes which express alldaylife beliefs and values. There is a part of individual and national identity and may differ in the germanspeaking countries

Inquiry Questions:
F What do i already know about the different cities and regions? What is different? Which are the different cultures? (like the turkish in Berlin or the balcans in Vienna): What can I learn from the different cultures?
D Which traditions and values are regarded as universal?: Which traditons have italian "Gastarbeiter" intorduced in Germany?
Which importance have christian celebrations like "Weihnachten" and "Ostern" in our days, in a society with different religions?: What has change in the traditions of the celebrations in the last years?

Language acquisition
A: Comprehending spoken and visual text
   • i. show understanding of messages, main ideas and supporting details in familiar situations
   • ii. recognize basic conventions
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
   • i. identify basic facts, main ideas and supporting details, and draw conclusions

C: Communicating in response to spoken and/or written and/or visual text
   • i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
   • ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
   • iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
   • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Research
VI. Information literacy skills
   • Access information to be informed and inform others
   • Present information in a variety of formats and platforms
   • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
   • Understand and implement intellectual property rights

VII. Media literacy skills
   • Demonstrate awareness of media interpretations of events and ideas (including digital social media)
   • Make informed choices about personal viewing experiences
   • Understand the impact of media representations and modes of presentation
   • Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Learning Experiences:
Students will be given a rubric for the summative assessment. As the formative assessments taken place, they will be reminded of the final product that will be expected. They will know what information and skills they are responsible for. This unit reinforces research, presentation and independent study skills. It will provide them with an understanding of the beliefs and behaviours of German speaking people.

Communication
Learning Experiences:
Besuch der Ausstellung "Espressionismo tedesco" und workshop

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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</thead>
<tbody>
<tr>
<td>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</td>
<td>inquiry, written expression, oral expression, descrizione della strada e orientamento in una città Feste e tradizioni, Tempi del passato (Preteritum e Perfekt) Konjunktiv II, musica attuale tedesca</td>
</tr>
</tbody>
</table>
## Key Concepts
- Creativity

## Related Concepts
- Language acquisition: Phases 1-2
  - Accent
  - Audience
  - Context
  - Form
  - Message
  - Purpose
  - Structure
  - Word choice

## Global context

**Identities and relationships**

*Exploration to Develop:*
Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

## Conceptual Understanding

Unser Leben heute verlangt eine gute Ernährung und viel Bewegung, um den Alltag zu bewältigen

**Statement of Inquiry:**

In unserer heutigen schnellebigen Zeit wird der Körper und die Gesundheit stark beansprucht. Wir müssen etwas tun, um fit und gesund zu bleiben.

**Inquiry Questions:**

- **F** Was tue ich, um gesund und fit zu sein?: Was gehört zu meinem täglichen Fitness-Programm?
- **C** Welche Rolle spielt mein Aussehen?: Was tue ich für ein gutes Aussehen und Gesundheit?
- **D** Kann man gutes Aussehen und Gesundheit beeinflussen?: Welche Rolle spielen Aussehen und Gesundheit in unserer heutigen Gesellschaft?

## Language acquisition

- **A:** Comprehending spoken and visual text
  - ii. recognize basic conventions

- **B:** Comprehending written and visual text
  - ii. recognize basic aspects of format and style, and author’s purpose for writing
  - iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

- **C:** Communicating in response to spoken and/or written and/or visual text
  - iv. communicate with a sense of audience.

- **D:** Using language in spoken and/or written form
  - ii. organize basic information and use a range of basic cohesive devices

## ATL

### Communication

**I. Communication skills**
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure

## Learning Experiences:

Schüler lernen die Unterschiede zwischen Deutschland und ihrer Kultur hinsichtlich der Einstellung zu Körper und Gesundheit kennen
**Unit Title**

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**


**MYP 4 German Unit 2, fase 3:**
Kreativ sein im Alltag und im Beruf (10 weeks (40 hours))

**Authors:** Nicole Bender

**Key Concepts**

- Creativity

**Related Concepts**

- Language acquisition: Phases 3-4
  - Meaning
  - Message
  - Point of view
  - Purpose
  - Structure
  - Word choice

**Global context**

- Personal and cultural expression

  * Exploration to Develop:*
  
  Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

**Conceptual Understanding**

The student will see different forms of creative works

**Statement of Inquiry**

Literature and art reflect cultural understanding. It takes part of an individual and national identity and may differ from country to country.

**Inquiry Questions:**

F Language and images used in the german culture are different than italian. Through an inquiry into personal and cultural expression, students will explore the ways in which people express ideas, feelings, culture, beliefs and values through culture: What is litterature and art? What are the different forms of litterature and art and their target audiences?

C What is the purpose and intention of cultural expression? : What is the importance of combining words and images in art?

D How can I express my feelings in an general way?: What is the difference between the different types of cultural expression? How do the audience react?

**Communication**

I. Communication skills

- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension
- Make inferences and draw conclusions

**ATL Learning Experiences:**

grammatische Strukturen mit einer ahnlichen Funktion sammeln und vergleichen
Unit Title

Woerter in Gruppen lernen
Refelxvpronomen miteinander vergleichen

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
They will learn the different cultural expressions in Germany and know the most important artists of the last century. We will speak about art, litterature and film and they will compare it to Italy. Grammatica: Verbi riflessivi in Dativ und Akkusativ pronomi riflessivi frasi codizionali ireali Congiunttivo II frasi temporali Plusquamperfetto discorso indiretto, comunicazione: esprimere desideri e idee, argomentare esprimere il suo punto di vista proporre, Vocabulario: il mondo del lavoro, arte, Letteratura

MYP 4 German fase 1, Unit 3:
Perspektiven gestern und morgen
(12 weeks (48 hours))
Authors: Nicole Bender

Key Concepts
Communication

Related Concepts
Language acquisition: Phases 1-2
- Audience
- Meaning
- Patterns
- Structure
- Word choice

Key & Related Concepts
- Language acquisition

Global context
Personal and cultural expression

Conceptual Understanding
Meine Perspektiven habe ich nach der Schule im In- und Ausland

Statement of Inquiry:
Heute gibt es fuer Jugendliche mehr Moeglichkeiten, sich frei zu entfalten und ihre Selbstverwirklichung zu wahelen

Inquiry Questions:
F Was habe ich gemacht, um mich fuer die Zukunft vorzubereiten? Was kann ich?: Wo war ich schon und was habe ich gelernt?
D Welche Aktivitaeten sind wichtig fuer meine Zukunft?: Wie wirken sich Sprachenlernen auf meine Zukunft aus?
C Was mag ich und was mag ich nicht?: Was muss ich wissen, um gut auf meine berufliche und private Zukunft vorbereitet zu sein?

Language acquisition
A: Comprehending spoken and visual text
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
- i. respond appropriately to simple short phrases

ATL

Statement of Inquiry:
Heute gibt es fuer Jugendliche mehr Moeglichkeiten, sich frei zu entfalten und ihre Selbstverwirklichung zu wahelen

Inquiry Questions:
F Was habe ich gemacht, um mich fuer die Zukunft vorzubereiten? Was kann ich?: Wo war ich schon und was habe ich gelernt?
D Welche Aktivitaeten sind wichtig fuer meine Zukunft?: Wie wirken sich Sprachenlernen auf meine Zukunft aus?
C Was mag ich und was mag ich nicht?: Was muss ich wissen, um gut auf meine berufliche und private Zukunft vorbereitet zu sein?
Communications

I. Communication skills

- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

D: Using language in spoken and/or written form

- iii. use language to suit the context.

Learning Experiences:

ueber die Vergangenheit sprechen (Praeteritum und Perfekt)

Personen beschreiben

ueber die Ferien erzaehlen

Autocontrol of written text

using the dictionary

planify a text before writing

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Grammatica: tempi del passato: Perfekt e Praeteritum, Preposizioni locali, modali e temporali, pronomi demostrativi, Genitivo con nomi, indicazioni di luogo, verbi modali, indicazioni del tempo al Akkusativ Wechselpraepositionen, vocabolario: diverse lingue e paesi, vivere al estero, professioni e lavori, viaggio e tempo, aspetto esteriore e vestiti, descrivere una città, descrivere la casa con i mobili, Communicazione: orientarsi in una città nuova e chiedere indicazioni, parlare del passato, dare indicazioni del tempo, esprimere simpathia e empathia, esprimere diversi stati d’animo, parlare del tempo,

MYP 4 German, Unit 3 Fase 3: Zusammenleben heute und morgen (8 weeks (32 hours))

Authors: Nicole Bender

Key Concepts

Key & Related Concepts

Related Concepts

Language acquisition: Phases 3-4

- Audience
- Empathy
- Point of view

Identities and relationships

Exploration to Develop:

Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

Conceptual Understanding

Wie leben die verschiedenen Generationen zusammen? Was erwarte ich von meiner Zukunft?

Statement of Inquiry

Statement of Inquiry:
Das Zusammenleben verschiedener Generationen reflektiert die unterschiedlichen Mentalitäten und Einstellungen. In jedem Land ist dies anders. Sie zeigen interkulturelle Verbindungen und Wertvorstellungen auf.

**Inquiry Questions:**

C Verschiedene Generationen in verschiedenen Ländern: Wie ist der Alltag von Senioren in Deutschland und Italien? Wie leben hingegen Jugendliche und was erwarten sie von der Zukunft?

F Wie hat sich der Alltag von Jugendlichen in Deutschland und Italien verändert? Welche Unterschiede gibt es in den beiden Ländern?

D Welche Form von Zusammenleben ist fuer dich ideal?: Wie wuerdest du gern leben?

F Wie leben Menschen heutzutage zusammen?

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**Communication**

I. Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Structure information in summaries, essays and reports

**Learning Experiences:**

- Vocabulary: crossword puzzle, word search, interactive games
- Grammar: exercise sheets, grammar sheets, grammar guidelines sheet
- Listening: videos (TV, radio and online)
- Reading: Text analysis, answering questions about different texts using simple answers, true or false activities, filling the blanks
- Writing: Write short compositions
- Speaking: Oral presentations, interviews, role plays
- Visual interpretation: Reacting to various visual stimuli, such as pictures with captions, movies, video clips, picture + oral text, etc.

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**MYP Assessment Criteria**

B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**

- Grammar: tempi del passato: Plusquamperfekt, Praeteritum, Perfekt tempi del futuro: Futur I und II frasi temporali preposizioni temporali
- Vocabulary: Familia vivere insieme e rapporti con gli altri scuola e istruzione Università cosa farò nel mio futuro?
MYP4 ITALIAN B UNIT 1: "Salutar e, presentarsi, conoscersi." (4 weeks (16 hours))

Authors: Erika Taretto

**Key & Related Concepts**

**Key Concepts**
- Communication
- Connections

**Related Concepts**

- Language acquisition: Phases 1-2
  - Accent
  - Context
  - Form
  - Word choice
- Language acquisition: Phases 3-4
  - Context
  - Conventions
  - Word choice

**Identities and relationships**

**Exploration to Develop:**
- Identity formation, self-esteem, status, roles and role models
- Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
- Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

**Conceptual Understanding**

The ability of communicating is vital to the construction of human connections.

**Statement of Inquiry:**

Lungo il corso di questa unità si approfondirà la conoscenza delle espressioni più comuni per presentarsi agli altri, salutare e dare informazioni sulla propria identità, per esempio sulla propria provenienza, l’età e la salute. Si vedranno anche alcuni modi espressivi per interagire in classe.

**Inquiry Questions:**

- So presentarmi, salutare, e chiedere alcune informazioni di base per conoscersi in italiano?: Conosco l’alfabeto italiano? So presentarmi e salutare, sia in maniera informale sia formale? Conosco il lessico appropriato per fornire informazioni sulla mia persona e comprendere informazioni sugli altri?

- Come migliorare la mia capacità di relazionarmi con gli altri? Condividere informazioni personali mi aiuta, in determinate circostanze, a costruire relazioni?: Saper utilizzare in modo corretto la lingua italiana, mi aiuta a relazionarmi più facilmente alle persone intorno a me?

- In che modo il formale e l’informale rispecchiano e/o determinano schemi comportamentali tipici della società italiana? Gli schemi linguistici considerati nell’unità possono rivelare aspetti rilevanti della vita in Italia? Si possono notare differenze con: Le strutture utilizzate dalla lingua italiana per presentarsi e salutarsi sono legate in qualche modo ai ruoli e modelli della società italiana?

**ATL**

**Language acquisition**

- A: Comprehending spoken and visual text
  - i. identify basic facts, messages, main ideas and supporting details in everyday situations
  - ii. recognize basic conventions
  - iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
• i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
• ii. understand conventions
• iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B: Comprehending written and visual text
• i. identify basic facts, messages, main ideas and supporting details
• ii. recognize basic aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text.
• i. show understanding of information, main ideas and supporting details, and draw conclusions
• ii. understand basic conventions including aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
• iv. communicate with a sense of audience.
• i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
• ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
• iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
• iv. communicate with a sense of audience and purpose.

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize basic information and use a range of basic cohesive devices
• iii. use language to suit the context.
• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas and use a range of basic cohesive devices
• iii. use language to suit the context.

Communication
I. Communication skills
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Interpret and use effectively modes of non-verbal communication
• Take effective notes in class
• Make effective summary notes for studying
• Use a variety of organizers for academic writing tasks

Social
II. Collaboration skills
• Help others to succeed
• Listen actively to other perspectives and ideas
• Encourage others to contribute
Unit Title

situations, how to provide basic information about themselves (i.e. age), and how to interact in the classroom environment.

Lezione 1 - Salutar e (Italian Greetings) (1 week)
Authors: Luca Secondo

Key Concepts
- Communication
- Connections
- Culture

Global context
- Identities and relationships
- Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:
Come si saluta in italiano?
How do we say "hello" in Italian?

Inquiry Questions:
Come si saluta in italiano? : Come si saluta in italiano?

ATL
- Communication

MYP Assessment Criteria

Knowledge and Skills

MYP4 ITALIAN B UNIT 2: "La vita in città." (7 weeks)
Authors: Erika Taretto

Key Concepts
- Communication

Related Concepts
- Language acquisition: Phases 1-2
  - Context
  - Structure
- Language acquisition: Phases 3-4
  - Context
  - Structure

Global context
- Orientation in space and time
  - Exploration to Develop:
    Peoples, boundaries, exchange and interaction
    Natural and human landscapes and resources
- Globalization and sustainability
  - Exploration to Develop:
    Urban planning, strategy and infrastructure
In order to live and move around in a city it is necessary to master the adequate vocabulary and grammatical structures.

**Statement of Inquiry:**
In questa unità si apprenderà come coniugare i verbi al presente indicativo, l'uso di alcune preposizioni semplici, avverbi interrogativi, dare e chiedere informazioni in città, espressioni di luogo, e si esploreranno altre strutture linguistiche per l'interazione in città.

**Inquiry Questions:**
- So coniugare i verbi regolari al presente indicativo? So esprimermi per muovermi in città e chiedere informazioni? So chiedere e dare l'ora? So usare le principali espressioni di luogo?
- L'interazione con le persone, gli ambienti e gli spazi della città come possibili strumenti di affermazione di sé e socializzazione in una nuova società.: Imparare a chiedere e dare informazioni sulle strade, le direzioni e l'ora, contribuisce alla mia integrazione nel tessuto sociale italiano?
- Esistono modi convenzionali per chiedere e dare informazioni, le direzioni, l'ora, descrivere gli ambienti della città, che sono utili per la vita quotidiana in città.: Quali strutture grammaticali e conoscenze lessicali mi sono utili per la vita in città?

**Language acquisition**

**A: Comprehending spoken and visual text**
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**B: Comprehending written and visual text**
- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**C: Communicating in response to spoken and/or written and/or visual text**
- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.
- i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
- ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.
D: Using language in spoken and/or written form

• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize basic information and use a range of basic cohesive devices
• iii. use language to suit the context.

• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas and use a range of basic cohesive devices
• iii. use language to suit the context.

Self-management

III. Organization skills

• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals

IV. Affective skills

• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills

• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
• Focus on the process of creating by imitating the work of others

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Conoscenze richieste alla fine dell’unità: coniugazione dei verbi regolari al presente indicativo e di alcuni verbi irregolari; uso di alcune preposizioni semplici; uso di alcuni avverbi e aggettivi interrogativi; uso dell’articolo determinativo; c’è/ci sono; numeri ordinali; la concordanza fra nomi e aggettivi; alcuni nomi indeclinabili; alcuni aggettivi dimostrativi.

Lezione 2 - Essere e Andare
(1 week)
Authors: Luca Secondo

Conceptual Understanding

ATL Communication

MYP Assessment Criteria

Knowledge and Skills

Communication and interaction skills, Pronunciation

Lezione 3 - Numeri e stagioni;
Avere; Nomi (1 week)
Authors: Luca Secondo

Conceptual Understanding
Unit Title

ATL 📚 Communication

MYP Assessment Criteria

Knowledge and Skills Communication and interaction skills, Pronunciation and tone, Basic vocabulary

Lezione 1-3 - final test (1 week)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Lezione 4-5-6 (4 weeks)
Authors:

Conceptual Understanding

ATL 📚 Communication 🧠 Thinking

MYP Assessment Criteria

Knowledge and Skills

Verbs: Essere, Avere, Andare, -ARE verbs, Nouns: Singolare/Plurale; Maschile/Femminile

MYP4 Italian Unit 3 "La vita quotidiana e le sue strutture sociali in Italia" (12 weeks)
Authors: Erika Taretto

Key Concepts 🌍 Culture

Key & Related Concepts

Related Concepts

Language acquisition: Phases 1-2
- Accent
- Audience
- Context
- Conventions
- Form
- Function
- Patterns
- Word choice

Language acquisition: Phases 3-4
- Context
- Conventions
- Empathy
- Function
- Point of view
- Purpose
- Word choice

Global context 🌍 Identities and relationships
Unit Title

Explore to Develop:
Identity formation, self-esteem, status, roles and role models
Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
Physical, psychological and social development; transitions; health and well-being; lifestyle choices
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Globalization and sustainability

Explore to Develop:
Human impact on the environment
Consumption, conservation, natural resources and public goods
Population and demography

Conceptual Understanding

Daily life in Italy is shaped by Italian culture, shared beliefs and values, and common behaviours, which are, in turn, conveyed and mirrored by linguistic patterns (e.g. specific accent, intonation, conventions, word choice, recognition of context).

Statement of Inquiry:

Italian culture and language may be approached, analysed, and explored through the perspective of globally relevant social issues, such as family structures, places of residence, health systems.

Inquiry Questions:

F: How do we describe a house and what is within it, how do we interact with a real estate agency? How do we ask and give information about one’s own health and how do we interact with a doctor? How do we speak about one’s own family?

C: How does what we learn enlighten us about the way Italian society and language work, and about how these look like in comparison with those of other people in the world?

D: Do you think daily life might be improved through the use of language? If so, how?

Language acquisition

A: Comprehending spoken and visual text
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B: Comprehending written and visual text
- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to simple short phrases
• ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
• iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
• iv. communicate with a sense of audience.
• i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
• ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
• iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
• iv. communicate with a sense of audience and purpose.

D: Using language in spoken and/or written form
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize basic information and use a range of basic cohesive devices
• iii. use language to suit the context.
• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas and use a range of basic cohesive devices
• iii. use language to suit the context.

VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Present information in a variety of formats and platforms
• Process data and report results
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Create references and citations, use footnotes/endnotes and construct abibliography according to recognised conventions

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media)
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form


Comunicare in Italiano (8 weeks)
Authors: Luca Secondo

Conceptual Understanding

ATL 🌍 Communication
### Unit Title

| Knowledge and Skills | Essere and avere, Masculine, femminine, singular, plural, Regular verbs, Prepositions, Determinative articles |

### Vivere la città (16 weeks)

**Authors:**

### Conceptual Understanding

- **ATL Communication**
- **ATL Thinking**

### MYP Assessment Criteria

- **Knowledge and Skills**
  
in this unit the students will improve their studying skills, learning new grammar forms and starting reading and writing more complex texts, also in past form.

### MYP4 Italian Unit 4: "Studio, lavoro e tempo libero: passare il tempo in Italia" (11 weeks)

**Authors:** Erika Taretto

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Creativity</td>
<td>Language acquisition: Phases 1-2</td>
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<tr>
<td>Culture</td>
<td>- Context</td>
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#### Key & Related Concepts

- **Creativity**
- **Culture**

<table>
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<tr>
<th>Global context</th>
<th>Language acquisition: Phases 3-4</th>
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<td>• Context</td>
<td>• Purpose</td>
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#### Identities and relationships

- **Exploration to Develop:**
  
  Competition and cooperation; teams, affiliation and leadership
  
  Identity formation, self-esteem, status, roles and role models
  
  Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
  
  Physical, psychological and social development; transitions; health and well-being; lifestyle choices
  
  Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

#### Personal and cultural expression

- **Exploration to Develop:**
  
  Artistry, craft, creation, beauty
  
  Products, systems and institutions

### Conceptual Understanding

Culture, ways of knowing, patterns of behaviour, and creativity are deeply connected with the social and historical setting of that same culture.

### Statement of Inquiry

- **Statement of Inquiry:**
  
  Considering how Italians spend time may help to interpret the link between culture and language.
Unit Title

Inquiry Questions:

**F:** How does a young person/an adult spend his day in Italy? What does he do when he has free time?

**C:** What does the knowledge about the way Italians spend their time tell us about Italian culture, its history, and its relationship with language?

**D:** Are Italians changing their way of thinking about and using time? How does this emerge from language?

### Language acquisition

**A: Comprehending spoken and visual text**
- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**B: Comprehending written and visual text**
- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**C: Communicating in response to spoken and/or written and/or visual text**
- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.
- i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
- ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

**D: Using language in spoken and/or written form**
- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

### Thinking

#### VII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
### MYP Assessment Criteria

<table>
<thead>
<tr>
<th>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</th>
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### Knowledge and Skills


### Il Fascismo - Fascism (4 weeks)

**Authors:**

#### Conceptual Understanding

- ATL
- Communication
- Thinking

#### MYP Assessment Criteria

#### Knowledge and Skills

- the students are going to use their History knowledges and they at the end they will be able to understand and to express their thoughts on an historic event using Italian.

### Spanish (MYP 4)

**Unit Title**

#### àiljuàòopj (1 week (64 hours))

**Authors:**

#### Conceptual Understanding

#### MYP Assessment Criteria

#### Knowledge and Skills

### La persona y su entorno

**(12 weeks (48 hours))**

**Authors:** Tahelmar Caraballo, Maria Isabel (Maribel) Sanchez | Maribel

#### Key & Related Concepts

**Key Concepts**

- Change
- Communication

**Related Concepts**

- Language acquisition: Phases 3-4
  - Context
  - Empathy
Unit Title

Connections

• Point of view

Identities and relationships

Explore to Develop:
Identity formation, self-esteem, status, roles and role models
Competition and cooperation; teams, affiliation and leadership
Physical, psychological and social development; transitions; health and well-being;
lifestyle choices

Global context

La comunicación elemento fundamental para crear vínculos e intercambiar experiencias y conocimiento.

Conceptual Understanding

Statement of Inquiry:
La Comunicación tiene fundamental importancia en el desarrollo de las relaciones de una
persona con su entorno, y le permite adquirir una mayor conciencia sobre si misma y sobre
los diversos roles que cumple en la sociedad.

Inquiry Questions:
F: ¿Qué es la comunicación?
F: ¿Qué son los roles sociales?
C: ¿Por qué es importante tener claros el contexto en el cual nos comunicamos con
otras personas y el propósito que nos impulsa a hacerlo?
D: ¿En qué medida una mayor capacidad comunicativa nos permite adquirir una mayor
conciencia de la realidad?

Language acquisition

A: Comprehending spoken and visual text
• i. show understanding of messages, main ideas and supporting details in familiar
   situations

B: Comprehending written and visual text
• i. identify basic facts, main ideas and supporting details, and draw conclusions
• iii. engage with the written and visual text by identifying ideas, opinions and
   attitudes and by making a personal response to the text.
• iii. engage with the written and visual text by identifying ideas, opinions and
   attitudes and by making a response to the text based on personal experiences
   and opinions.

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to spoken, written and visual text in a limited range of
   familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar
   situations
• iv. communicate with a sense of audience.
• iii. express ideas and feelings, and communicate information in familiar and some
   unfamiliar situations

D: Using language in spoken and/or written form
• ii. organize information and ideas and use a range of basic cohesive devices

Communication

Communication skills
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Interpret and use effectively modes of non-verbal communication
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Write for different purposes
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Learning Experiences:

Los alumnos han descubierto muchas facetas y aspectos de la vida cotidiana que antes no conocían por ejemplo los productos de proximidad. De este modo han aprendido vocabulario referido a los alimentos (frutas, verduras, legumbres,..) además se ha creado curiosidad hacia lo qué se come, dónde se cultiva, productos de estación etc. siguiendo con una reflexión sobre la calidad de los alimentos.

Social

II. Collaboration skills
• Practise empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one's own actions
• Listen actively to other perspectives and ideas

Self-management

III. Organization skills
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to overcome impulsiveness and anger
• Self-motivation
  - Practise analysing and attributing causes for failure

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning

Research

VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Present information in a variety of formats and platforms

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data
• Recognise and evaluate propositions

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Los conceptos de comunicación, contexto, propósito, roles sociales, interdependencia, respeto, responsabilidad,. Nuestros roles sociales y nuestras relaciones con los demás en distintos contextos, Nuestro entorno natural y cultural: el medioambiente, nuestro país, la región de la Liguria, la ciudad de Génova y sus alrededores,, Problemas ambientales: fenómenos naturales y antrópicos que afectan y alteran el ambiente,, Gramática: Verbo en tiempos pasados (pretérito perfecto, pretérito imperfecto, pretérito indefinido), adverbios de
tiempo, de lugar y de modo, articulos definidos e indefinidos, sustantivos contextualizados al medioambiente, preposiciones.

El mundo que nos rodea
(7 weeks (28 hours))

Authors:

Key Concepts
Communication

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:
La comunicación es el proceso que nos ayuda a entender e interactuar con el mundo en que vivimos. Cada cultura posee sus propios roles y patrones comunicativos, que quedan reflejados en los medios de comunicación.

Inquiry Questions:
F: ¿Cómo están organizadas las lenguas en España? ¿Qué tipo de gobierno existe?
C: ¿En qué se parecen las manifestaciones culturales a las italianas? ¿Cómo podemos vivir conectados con el mundo que nos rodea?
D: ¿Los medios de comunicación facilitan, esconden o manipulan la comprensión de la realidad? ¿Cómo sería un mundo sin medios de comunicación?

Language acquisition
A: Comprehending spoken and visual text
   • i. show understanding of messages, main ideas and supporting details in familiar situations
   • ii. recognize basic conventions
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
   • i. identify basic facts, main ideas and supporting details, and draw conclusions
   • ii. recognize basic conventions including aspects of format and style, and author's purpose for writing
   • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text
   • i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
   • ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
   • iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form
   • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
   • ii. organize information and ideas and use a range of basic cohesive devices

Communication
I. Communication skills
   • Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Take effective notes in class
- Make effective summary notes for studying

### Self-management

#### III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

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### CONTACTO

*(36 weeks (144 hours))*

**Authors:** Maria Isabel (Maribel) Sanchez | Maribel

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### MYP Assessment Criteria

| A | Comprehending spoken and visual text |
| B | Comprehending written and visual text |
| C | Communicating in response to spoken and/or written and/or visual text |
| D | Using language in spoken and/or written form |

### Knowledge and Skills

- **Fonología:** repaso de la pronunciación de los fonemas del español
- **Gramática:** artículos; el género y el número; el presente de indicativo; los pronombres personales directos e indirectos; usos de ser y estar; el gerundio.
- **Léxico:** países y nacionalidades; la familia; las profesiones; los deportes; descripción física y psicológica; las partes del cuerpo; los problemas de salud.
- **Comunicación:** los marcadores discursivos temporales

---

### Key Concepts

- **Culture**
- **Logic**

### Related Concepts

- Language acquisition: Phases 3-4
  - Audience
  - Context
  - Empathy
  - Function
  - Meaning
  - Message
  - Point of view
  - Structure
  - Word choice

---

### Personal and cultural expression

#### Exploration to Develop:
- Artistry, craft, creation, beauty
- Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument
- Metacognition and abstract thinking

---

### Conceptual Understanding

- Comunicación y Cultura para potenciar ambos

---

### Statement of Inquiry:

**Statement of Inquiry:**

Busco explorar la conciencia de HUMANIDAD

**Inquiry Questions:**

- Indagar en la naturaleza tanto del hombre como de la Tierra: Los humanos somos responsables de la contaminación del Planeta
Fomentar la búsqueda de elementos, obras, libros, etc de la cultura, del pasado y del presente del ser humano: Se puede vivir bien sin la belleza, sin el arte, sin la cultura, sin libros, etc...

**Language acquisition**

A: Comprehending spoken and visual text

- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

D: Using language in spoken and/or written form

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

**Communication**

I. Communication skills

- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Take effective notes in class
- Structure information in summaries, essays and reports

**Learning Experiences:**

Es el primer año que hago una unidad de este tipo por tanto aún no puedo saber cómo ha sido

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**Persona y Entorno - Person and Environment (... en proceso de creación) (8 weeks (30 hours))**

**Authors:**

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Language acquisition: Phases 3-4</td>
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<tr>
<td></td>
<td>Message</td>
</tr>
</tbody>
</table>

**Identities and relationships**

*Exploration to Develop:*

Identity formation, self-esteem, status, roles and role models

**Conceptual Understanding**

**Statement of Inquiry:**
La Comunicación tiene fundamental importancia en el desarrollo de las relaciones de una persona con su entorno, y le permite adquirir una mayor conciencia sobre sí misma y sobre los diversos roles que cumple en la sociedad.

**Inquiry Questions:**

- **F:** ¿Què es la comunicación?
- **F:** ¿Què son los roles sociales?
- **C:** ¿Por què es importante tener claros el contexto en el cual nos comunicamos con otras personas y el propósito que nos impulsa a hacerlo?
- **D:** ¿En què medida una mayor capacidad comunicativa nos permite adquirir una mayor conciencia de la realidad?

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**ATL**

**MYP Assessment Criteria**

- **A:** Comprehending spoken and visual text,
- **B:** Comprehending written and visual text,
- **C:** Communicating in response to spoken and/or written and/or visual text,
- **D:** Using language in spoken and/or written form

**Knowledge and Skills**

Comunicación, Sociales, Autogestión, Investigación, Pensamiento

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**Decálogo de conducta del estudiante justo. (2 weeks)**

**Authors:**

---

**Conceptual Understanding**

**ATL**

**Thinking**

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**MYP Assessment Criteria**

**Knowledge and Skills**

Repaso de las formas de obligación: tener que/ deber/ hay que. Vocabulario relacionado con el concepto.

---

**Tanto tienes, tanto vales (11 weeks (44 hours))**

**Authors:**

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**Key Concepts**

- Culture

**Related Concepts**

- Language acquisition: Phases 1-2
  - Context
  - Form
  - Function
  - Structure

**Global context**

*Exploration to Develop:*

Identity formation, self-esteem, status, roles and role models

---

**Conceptual Understanding**

---

**Statement of Inquiry**

**Statement of Inquiry:**
Actualmente parece que nuestro sistema de valoración se encuentra ligado estrictamente a las posesiones materiales. Para ello intervienen algunos elementos sociales como los medios de comunicación.

**Inquiry Questions:**

F: ¿Cómo se establecen los patrones de valoración social? ¿Qué elementos intervienen? ¿Cuál es el papel de los medios de comunicación?

C: ¿Qué elementos pueden ser significativos a la hora de realizar una escala de valores? ¿Son los que actualmente tenemos en cuenta?

D: ¿Sería posible un mundo sin propiedad privada? ¿Crees que alguna vez se ha propuesto una sociedad así? ¿Cómo funcionaría?

**Language acquisition**

A: Comprehending spoken and visual text

i. show understanding of messages, main ideas and supporting details in familiar situations

ii. recognize basic conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text

i. identify basic facts, main ideas and supporting details, and draw conclusions

ii. recognize basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

C: Communicating in response to spoken and/or written and/or visual text

i. respond appropriately to spoken, written and visual text in a limited range of familiar situations

ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations

iii. use phrases to communicate ideas, feelings and information in familiar situations

D: Using language in spoken and/or written form

i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

**Communication**

I. Communication skills

• Use intercultural understanding to interpret communication

• Read critically and for comprehension

• Make inferences and draw conclusions

• Take effective notes in class

• Make effective summary notes for studying

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**

Funciones: - describir personas - hablar sobre la salud - ir de compras - pedir opiniones - preguntar por la existencia y ubicación de objetos y personas, Vocabulario: - aspecto físico - carácter - estados de ánimo - partes del cuerpo - salud - la tienda - ropa y complementos - colores - palabras de ubicación espacial - la casa, Gramática: - usos de ser y estar - el presente irregular - el gerundio - los pronombres átonos - la acentuación - diferencia hay/esta(n) - los indefinidos - las preposiciones (I)
La cultura Española y las culturas latinoamericanas
(13 semanas (52 horas))
Autores: Tahelmar Caraballo

Key & Related Concepts

Key Concepts
Culture

Global context

Personal and cultural expression
Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

Statement of Inquiry:

Inquiry Questions:

F: ¿Qué es el patrimonio cultural?
C: Porqué conocer la cultura de un pueblo nos permite comprender mejor su pasado?
D: En qué medida la cultura de un pueblo refleja su "visión del mundo"?

Language acquisition

A: Comprehending spoken and visual text
i. show understanding of messages, main ideas and supporting details in familiar situations

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions

Social

II. Collaboration skills
- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one’s own actions
- Listen actively to other perspectives and ideas
- Encourage others to contribute

Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
- Perseverance
  - Demonstrate persistence and perseverance
- Emotional management
- Self-motivation
  - Practise positive thinking
V. Reflection skills
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Consider ATL skills development
  - How can I share my skills to help peers who need more practice?

VI. Information literacy skills
- Collect, record and verify data
- Make connections between various sources of information

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Identify obstacles and challenges

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
- Tradiciones y fiestas españolas, Tradiciones y fiestas latinoamericanas, Tradiciones de los antiguos pueblos americanos, El arte en España a lo largo de la historia, el arte americana a lo largo de la historia, Cuentos, mitos y leyendas españoles, indígenas y latinoamericanos, Gramática: las nueve categorías lexicales de la gramática española. Análisis y ejemplos de cada una de ellas con especial énfasis en los adjetivos, los adverbios, las preposiciones, los verbos y las conjunciones., Adjetivos y pronombres demostrativos, Verbos irregulares, Irregularidad del gerundio , Preposiciones, por-para, Adjetivos y pronombres posesivos

Navidad solidaria (3 weeks)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills
- Los estudiantes expresan su propio juicio ante un evento, en principio religioso, pero que se ha convertido en una fiesta consumista.

La Persona y su Entorno
(9 weeks (36 hours))
Authors:

Key Concepts
- Communication
- Identity

Global context
- Exploration to Develop: Identity formation, self-esteem, status, roles and role models
La Comunicación tiene fundamental importancia en el desarrollo de las relaciones de una persona con su entorno, y le permite adquirir una mayor conciencia sobre sí misma y sobre los diversos roles que cumple en la sociedad.

Statement of Inquiry:
La Comunicación tiene fundamental importancia en el desarrollo de las relaciones de una persona con su entorno, y le permite adquirir una mayor conciencia sobre sí misma y sobre los diversos roles que cumple en la sociedad.

Inquiry Questions:

F: ¿Qué es la comunicación?
F: ¿Qué son los roles sociales?
C: ¿Por qué es importante tener claros el contexto en el cual nos comunicamos con otras personas y el propósito que nos impulsa a hacerlo?
D: ¿En qué medida una mayor capacidad comunicativa nos permite adquirir una mayor conciencia de la realidad?

Language acquisition

A: Comprehending spoken and visual text
• i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations

Communication
I. Communication skills
• Give and receive meaningful feedback
• Interpret and use effectively modes of non-verbal communication
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Make inferences and draw conclusions

Social
II. Collaboration skills
• Practise empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one’s own actions
• Manage and resolve conflict and work collaboratively in teams
• Encourage others to contribute

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Bring necessary equipment and supplies to class

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance

V. Reflection skills
• Identify strengths and weaknesses of personal learning strategies (self-assessment)

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Identify primary and secondary sources
Thinking
VIII. Critical thinking skills

- Draw reasonable conclusions and generalizations
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives

MYP Assessment Criteria

Knowledge and Skills

Para expresar ideas y sentimientos, comunicando información en situaciones conocidas y desconocidas, los alumnos deberán usar correctamente el lenguaje después de haber leído y comprendido diversos textos, haciendo deducciones y extrayendo conclusiones. (Categoría de Enfoques del Aprendizaje: Comunicación. Grupo de habilidades: Comunicación), Para comunicarse teniendo en cuenta el destinatario y los propósitos, los alumnos deberán practicar la empatía (Categoría de Enfoques del Aprendizaje: Sociales. Grupo de habilidades: sociales), Para interactuar en intercambios ensayados y no ensayados, los alumnos deberán buscar una variedad de perspectivas procedentes de diversas fuentes (Categoría de Enfoques del Aprendizaje: Investigación. Grupo de habilidades: Gestión de información), Para demostrar comprensión de la información y las ideas principales y secundarias, y extraer conclusiones, los alumnos deberán interpretar datos. (Categoría: Pensar. Grupo: Pensamiento), Para comprender un texto escrito mediante la identificación de ideas y opiniones en el mismo y formular respuestas basadas en opiniones y experiencias personales, los alumnos deberán analizar e interpretar datos y utilizar formas de redacción adecuadas. (Categorías: Pensar y comunicar. Grupos: pensamiento y comunicación), El proceso de la comunicación. Los conceptos de comunicación, contexto, propósito, roles sociales, interdependencia, respeto, responsabilidad. La lengua española como código comunicativo: elementos gramaticales, frases y expresiones comunes en diversos contextos. Nuestros roles sociales y nuestras relaciones con los demás en distintos contextos. Mi casa, mi escuela, mi barrio, mi ciudad. Distintos contextos en los que se desenvuelve nuestra vida cotidiana. Nuestro entorno natural y cultural: el medioambiente, nuestro país, la región de la Liguria, la ciudad de Génova y sus alrededores. Problemas ambientales: fenómenos naturales y antrópicos que afectan y alteran el ambiente.

Taller de escritura creativa
(4 weeks)
Authors: María Isabel (Maribel) Sanchez | Maribel

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills


Imaginación y creación.
(12 weeks (48 hours))
Authors: Tahelmar Caraballo, María Isabel (Maribel) Sanchez | Maribel

Key & Related Concepts

Key Concepts
🎉 Creativity

Related Concepts

Language acquisition: Phases 1-2
- Meaning
- Purpose

Language acquisition: Phases 3-4
- Meaning
Global context

*Exploration to Develop:*

Artistry, craft, creation, beauty

Conceptual Understanding

La imaginación, unida a una buena capacidad de expresión, está a la base de todo proceso creativo.

Statement of Inquiry:

La imaginación es el punto de partida del proceso creativo.

**Inquiry Questions:**

F: ¿Qué importancia tiene la imaginación en la vida de cada persona?

F: En qué modo se relacionan la imaginación con la creación?

D: hasta qué punto la imaginación puede influir en nuestras acciones y creaciones?

C: Por qué es importante que cada persona aprenda a desarrollar sus capacidades y habilidades creativas?

### Language acquisition

**A: Comprehending spoken and visual text**

- i. show understanding of messages, main ideas and supporting details in familiar situations
- ii. recognize basic conventions
- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**B: Comprehending written and visual text**

- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**D: Using language in spoken and/or written form**

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

**ATL**

Communication

**I. Communication skills**

- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
• Write for different purposes
• Paraphrase accurately and concisely
• Take effective notes in class

Social

II. Collaboration skills
• Practise empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one's own actions
• Exercise leadership and take on a variety of roles within groups
• Give and receive meaningful feedback

Self-management

III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Set goals that are challenging and realistic

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to overcome distractions
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to reduce stress and anxiety
• Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise positive thinking
• Resilience
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
• Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - What factors are important for helping me learn well?
• Focus on the process of creating by imitating the work of others
• Consider ethical, cultural and environmental implications

Research

VI. Information literacy skills
• Make connections between various sources of information
• Collect and analyse data to identify solutions and make informed decisions
• Use critical literacy skills to analyse and interpret media communications
• Understand and implement intellectual property rights
• Create references and citations, use footnotes/endnotes and construct abibliography according to recognised conventions
• Identify primary and secondary sources

VII. Media literacy skills
• Make informed choices about personal viewing experiences
• Understand the impact of media representations and modes of presentation
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Evaluate evidence and arguments
Unit Title

• Draw reasonable conclusions and generalizations
• Identify obstacles and challenges

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make unexpected or unusual connections between objects and/or ideas
• Create original works and ideas; use existing works and ideas in new ways

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations

MYP Assessment Criteria

<table>
<thead>
<tr>
<th>A: Comprehending spoken and visual text, B: Comprehending written and visual text, D: Using language in spoken and/or written form</th>
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Knowledge and Skills


Un poco de literatura
(11 weeks (44 hours))

Authors:

Key & Related Concepts

A: Comprehending spoken and visual text, B: Comprehending written and visual text, D: Using language in spoken and/or written form

Key Concepts

Aesthetics

Personal and cultural expression

Global context

Artistry, craft, creation, beauty

Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Statement of Inquiry:

La expresión de la fantasía nos ayuda a entender la realidad.

Inquiry Questions:

F: Como podemos hacer una antología? Que criterios son necesarios?

G: Que obras nos son significativas en la literatura española?

D: Que es literatura? Por que leemos?

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
## Italian (MYP 4)

### Unit Title

**I valori e la letteratura**

(6 weeks (6 hours))

**Authors:** Sarina Gosio

### Key Concepts

- Change

### Related Concepts

- Language and literature
  - Context
  - Genres
  - Intertextuality
  - Point of view
  - Theme

### Key & Related Concepts

#### Global context

*Exploration to Develop:*

Peoples, boundaries, exchange and interaction

### Conceptual Understanding

nel passaggio da una generazione ad un'altra i valori cambiano. Se prendiamo come oggetto di osservazione l'Italia nel momento di passaggio dal comune alla signoria, dal medioevo al rinascimento, possiamo osservare un radicale mutamento nei valori di riferimento.

I nuovi valori della società borghese animano un nuovo tipo di letteratura, che non ha come fine l'insegnamento morale, ma l'istruire e il divertire

### Statement of Inquiry:

la novella incarna i nuovi valori della nascente società umanistica, esaminiamo il patrimonio valoriale come funzione di un momento storico, culturale e generazionale specifico. Riflessione sul significato dei valori e gli strumenti per veicolarli. Temi, intenti, struttura ed elementi narratologici nel Decameron

#### Inquiry Questions:

- **D** Il patrimonio valoriale come funzione di un momento storico, culturale e generazionale specifico: come cambiano i valori da una generazione all'altra? cosa sono i valori? perché è così difficile trasmettere i propri valori alle generazioni successive?

- **C** Il significato dei valori e gli strumenti per veicolarli: quali valori vengono espressi dalla nuova società umanistica? quali appartengono ancora al nostro mondo?

- **F** Temi, intenti, struttura ed elementi narratologici nel Decameron: cosa mi avvicina alla novellistica del trecento? di cosa devo tenere conto se voglio scrivere una storia alla maniera di Boccaccio?
Language and literature

A: Analysing
- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- analyse the effects of the creator's choices on an audience
- evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing
- organize opinions and ideas in a sustained, coherent and logical manner

C: Producing text
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.

D: Using language
- use appropriate and varied vocabulary, sentence structures and forms of expression
- use correct grammar, syntax and punctuation

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

Thinking

Breve riflessione storico culturale sul mutamento sociale e il ruolo della borghesia in epoca medievale. Alla lavagna dobbiamo scrivere con quali valori identificiamo la società nobiliare da un lato, quella borghese dall'altro. Identifichiamo i valori comuni. Infine individuiamo i valori della nostra società, quella in cui viviamo, e riflettiamo su differenze e somiglianze. Si comprende che i valoro della società borghese sono in molta parte giunti fino a noi, Incontro con la narrativa di intrattenimento: lettura in classe o a casa di varie novelle provenienti dalle più importanti raccolte (Mille e una notte, Novellino, I racconti del sultano, Decameron, Giovanni Boccaccio e il Decameron. Struttura, temi, intenti narrativi, pubblico. Lettura e comprensione di alcune novelle, Invitiamo in classe il docente di cinese che ci racconta come son nate le più importanti storie che compongono l'epica e la narrativa della Cina. Dispense
MYP4 ITALIAN UNIT 1:
Rapportarsi ad un testo letterario in modo scientifico: la narratologia (Gosio)
(4 weeks (30 hours))
Authors: Sarina Gosio

Key & Related Concepts

Key Concepts
- Form

Related Concepts
- Language and literature
  - Character
  - Genres
  - Intertextuality
  - Point of view
  - Purpose
  - Self-expression
  - Structure
  - Style

Global context
- Personal and cultural expression
  - Exploration to Develop:
    - Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding
Ogni testo ha una sua struttura e segue regole che sono funzionali al trasporto di messaggi, idee, storie, impressioni. Imparare a decodificarle permette di sviluppare una capacità critica autonoma. Ma anche insegnà a utilizzare in modo sofisticato l’apparato linguistico nella comunicazione.

Statement of Inquiry:
Riconoscere e analizzare le principali strutture della narratologia al fine di acquisire la competenza di leggere, comprendere ed interpretare un testo letterario e produrre testi in relazione ai differenti scopi comunicativi. Attraverso l’apprendimento delle strutture narrative imparo il significato di interpretazione soggettiva critica, ovvero l’interpretazione di un testo che non prescinda mai da precisi riferimenti al testo stesso, e che permetta lo sviluppo di un apparato critico autonomo, riutilizzabile in futuro con testi unseen. Imparare ad utilizzare autonomamente le strutture narrative al fine di rendere efficace il proprio linguaggio e il proprio sistema comunicativo nella lingua scritta, con particolare attenzione alla produzione di un testo narrativo.

Inquiry Questions:
- C: studiando le strutture narrative in modo scientifico, imparo ad analizzare un testo, a leggerne e interpretarne i messaggi meno evidenti. Sperimentando le varie tecniche imparo a scrivere in modo letterario.: Posso apprendere le abilità e i segreti del critico letterario e dello scrittore?
- F: esistono sistemi di interpretazione scientifica del testo: come posso utilizzare i diversi sistemi di interpretazione del testo in modo critico?
- D: interpretazione oggettiva e soggettiva: quando una interpretazione critica è sostenibile, cosa la rende tale? quando invece è aleatoria?se diverse persone possono dare diverse
interpretazioni di un testo, fino a che punto il mio messaggio è legato all’utilizzo che io faccio del linguaggio?

C | importanza della consapevolezza: quando utilizzo la lingua per esprimere, sono sempre certo di aver inviato il messaggio che volevo inviare?

Language and literature
A: Analysing
• analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
• justify opinions and ideas, using examples, explanations and terminology
B: Organizing
• organize opinions and ideas in a sustained, coherent and logical manner
D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in a register and style that serve the context and intention
• use correct grammar, syntax and punctuation

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use appropriate forms of writing for different purposes and audiences
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Make inferences and draw conclusions
• Take effective notes in class
• Organize and depict information logically
• Structure information in summaries, essays and reports

Social
II. Collaboration skills
• Manage and resolve conflict and work collaboratively in teams
• Listen actively to other perspectives and ideas

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines

V. Reflection skills
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Demonstrate flexibility in the selection and use of learning strategies
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems

MYP Assessment Criteria
A: Analysing, B: Organizing, C: Producing text, D: Using language

Knowledge and Skills
Gli studenti dovranno acquisire il linguaggio proprio della narratologia ed utilizzarlo per analizzare i testi letterari assegnati loro. Apprese le tecniche di analisi dovranno selezionare e applicare quelle più idonee per produrre un testo con uno scopo comunicativo specifico

MYP4 ITALIAN UNIT 2: Le funzioni della lingua: l’italiano nei contesti comunicativi (Gosio)
(4 weeks (36 hours))
Authors: Sarina Gosio

Key & Related Concepts
Key Concepts
Related Concepts
Unit Title

Communities

Perspective

Language and literature

- Audience imperatives
- Context
- Genres
- Point of view
- Purpose
- Self-expression
- Style

Global context

Identities and relationships

Personal and cultural expression

Conceptual Understanding

saper riconoscere e utilizzare le varietà della lingua e le funzioni della comunicazione è alla base di ogni interazione sociale e di ogni sviluppo individuale

Statement of Inquiry:

La conoscenza della lingua e delle sue applicazioni rende autonomi

Inquiry Questions:

- Come la lingua contribuisce nella strutturazione dell'identità e della relazione?: so usare la mia madrelingua per comunicare? conosco le regole che sottendono a analisi efficace comunicazione adeguata al contesto?

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Take effective notes in class
- Structure information in summaries, essays and reports

ATL

MYP Assessment Criteria

B: Organizing, C: Producing text, D: Using language

Knowledge and Skills

Apprendimenti linguistici

MYP4 Italian A Unit 1 - La narrativa e la novellistica (Andreani) (14 weeks)

Authors: Alessandro Andreani

Key & Related Concepts

Key Concepts

- Communication

Related Concepts

- Language and literature
Unit Title

- Audience imperatives
- Context
- Purpose
- Style

Global context

Personal and cultural expression

Conceptual Understanding

Narrare non è altro che un processo comunicativo che tiene conto del pubblico e del contesto a cui si rivolge, e che fa affidamento a particolari tecniche stilistiche.

Statement of Inquiry

Il processo comunicativo insito nella novellistica, vista nella sua evoluzione e con tutte le sue peculiarità stilistiche, ci permette di indagare diverse modalità di espressione personale, valoriale e culturale.

Inquiry Questions:

F : Che cos'è una novella?
C : Può una novella trasmettere, rafforzare o negare dei valori?
D : Vale la pena leggere novelle ancora oggi?

Language and literature

A: Analysing
• analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
• analyse the effects of the creator’s choices on an audience
• evaluate similarities and differences by connecting features across and within genres and texts.

C: Producing text
• produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in a register and style that serve the context and intention
• use correct grammar, syntax and punctuation

Self-management

III. Organization skills
• Plan short- and long-term assignments; meet deadlines

IV. Affective skills
• Mindfulness
  - Practise focus and concentration

V. Reflection skills
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

Thinking

VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Revise understanding based on new information and evidence
• Consider ideas from multiple perspectives

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines

MYP Assessment Criteria
### Unit Title

#### Knowledge and Skills
Lettura, comprensione, contestualizzazione e analisi dei seguenti testi/autori legati alla novellistica: - Le mille e una notte - Il Milione - Il libro dei Sette Savi - Il Novellino - Boccaccio - Il Trecentonovelle - Chaucer

### MYP: ITALIAN UNIT3. Un brivido nello storytelling: introduzione alla nascita del testo narrativo (Gosio-Caviglia) (4 weeks (4 hours))
Authors: Sarina Gosio

### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Language and literature</td>
</tr>
<tr>
<td>Creativity</td>
<td>• Intertextuality</td>
</tr>
<tr>
<td></td>
<td>• Structure</td>
</tr>
</tbody>
</table>

### Global context

- Personal and cultural expression

### Conceptual Understanding
Generare emozioni nel lettore/ascoltatore attraverso uso di tecniche di scrittura a lettura specifiche

### Statement of Inquiry

**Statement of Inquiry:**
Come comunicare in modo efficace generando emozioni desiderate

**Inquiry Questions:**

- posso apprendere tecniche narrative capaci di indurre angoscia?
- Siamo storicamente avviati dalla narrazione orale: Cosa posso portare di mio in una storia per creare un patto NARRATIVO con l’audience?

### ATL

**II. Collaboration skills**
- Practise empathy
- Encourage others to contribute
- Give and receive meaningful feedback

### MYP Assessment Criteria

**B: Organizing**

**Knowledge and Skills**
Imparare a raccontare per avvicinare il testo NARRATIVO in modo spontaneo.

### virtù e fortuna, politica e morale (5 weeks (5 hours))
Authors: Sarina Gosio

### Key & Related Concepts

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<th>Key Concepts</th>
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### Global context

- Fairness and development
Unit Title

Exploration to Develop:
Power and privilege

Conceptual Understanding

Statement of Inquiry:
Rapporto tra morale condivisa e scelte pratiche

Inquiry Questions:

D la storia mostra esempi. la natura dell’ uomo è immutabile. chi governa deve perseguire solo il bene dello stato.: cos'è la virtù? che significato ha fare la cosa giusta? fino a che punto si può essere immorali per perseguire un fine superiore?

C Il ruolo del destino e dell’azione: qual è il rapporto tra virtù e fortuna?

ATL

MYP Assessment Criteria

Knowledge and Skills

rivoluzione (7 weeks (10 hours))
Authors: Sarina Gosio

Key & Related Concepts

- Key Concepts
  - Aesthetics
  - Change

- Related Concepts
  - Language and literature
    - Context
    - Point of view

Global context

Scientific and technical innovation

- Exploration to Develop:
  Systems, models, methods; products, processes and solutions

Conceptual Understanding

Il potere della conoscenza, la paura del cambiamento. Galileo e le sue scoperte. E le sue scelte. Da allora tutto si è capovolto. significa va allora. Cosa significa per noi.

Statement of Inquiry:
Il pensiero scientifico come noi lo intendiamo non è sempre stato il fondamento del sapere

Inquiry Questions:

C il potere del sapere.

F evoluzione del pensiero scientifico: esplorare la realtà chiedendosi "come?" o "perché?"

* ?

D i livelli di verità cui possiamo pervenire sono vari e molto diverse le premesse da cui partono: verità scientifica, fede, intuizione, interpretazione... quali altre forme assume la realtà per presentarsi alla nostra comprensione?

ATL

MYP Assessment Criteria

Knowledge and Skills
MYP ITALIAN A Unit 4: Identità e creatività: io e un classico della letteratura internazionale (gosio) (4 weeks (16 hours))
Authors: Sarina Gosio

Key & Related Concepts
- Communication
- Creativity
- Language and literature
  - Intertextuality
  - Point of view
  - Self-expression

Global context
- Personal and cultural expression
  - Exploration to Develop: Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding
Let the students understand which is the better way of communicate an emotion or a state of mind without using words to describe.

Statement of Inquiry:
Comunicare ciò che la lettura di un romanzo mi ha lasciato in modo più efficace del linguaggio verbale

Inquiry Questions:
C: Esiste un legame tra le arti. quali strumenti comunicativi interpretano meglio i sentimenti?
D: Interpretazione: abbinare strumenti verbali e non verbali in maniera efficace: come posso passare da uno strumento comunicativo verbale ad una interpretazione che utilizzi strumenti differenti?
E: How can I use effectively the video making to communicate an emotion?

ATL
I. Communication skills
- Use intercultural understanding to interpret communication
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension

VIII. Critical thinking skills
- Consider ideas from multiple perspectives

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries

X. Transfer skills
- Inquire in different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions

MYP Assessment Criteria
Knowledge and Skills
Capacità di comprendere ed analizzare un testo letterario. Apprendimento di come si realizza una lettura consapevole e come si analizza un testo letterario Capacità associativa, lasciare che il testo ci parli e trovare relazioni in altre forme di comunicazione, Apply the knowledge achieved about video making to produce a video which will expose the emotions transmitted with literacy.
Unit Title

Prospettiva e Storia: verso una visione diacronica, diatopica e diastratica (6 weeks (6 hours))
Authors: Sarina Gosio

**Key & Related Concepts**

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**Global context**

- **Globalization and sustainability**
  - *Exploration to Develop:*
  - Commonality, diversity and interconnection
- **Fairness and development**
  - *Exploration to Develop:*
  - Rights, law, civic responsibility and the public sphere

**Conceptual Understanding**

Da una visione centristica ad una visione olistica

**Statement of Inquiry:**

La storia come sequenz

**Inquiry Questions:**

D ogni fase ha un suo valore, non solo in quanto parte di un processo: la storia e la cultura è una sequenza di relazioni causa-effetto? oppure ogni momento può essere esplorato e avere un valore per se stesso?

C nessuna cultura è migliore o degna di reprimere o soppiantare altre: esistono nel mondo culture migliori di altre? cosa rende una cultura migliore?

F La linea comune è la nostra umanità. : come si incontrano i diritti umani e la letteratura nella storia?

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

**Visual arts (MYP 4)**

Unit Title

Represent: Forming my identity
(4 weeks (12 hours))
Authors: Katherine Terlato

**Key & Related Concepts**

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**Global context**

- Identities and relationships
We are looking at personal identity: who am I? what do I want people to know about me? What is it that shows them who I am? It is important at your age to show who you are. You are at a point in which you naturally form your own identity. Reflecting on the type of person you want to be known as can help you through this change. People care about this topic because showing who you are, different sides of you and who you want to be help both you and others to understand and communicate, promotes interaction and friendship, it helps you be individual and create an identity of your own.

**Exploration to Develop:**
Identity formation, self-esteem, status, roles and role models

**Conceptual Understanding**
These concepts are based on the want to show yourself to others, to determine what sides of you you would like them to see, and the information you feel is important to portray to others to help them understand who you are.

**Statement of Inquiry:**
The importance of recognizing who we are and understanding how we show it.

**Inquiry Questions:**
- Why is creating a personal identity so important?: How can I show who I really am?
- What is interesting about human nature to other people?
- Identity of famous artists: How did Frida Kahlo shape her identity through portrait?

**Arts**
- C: Thinking creatively
  - ii. demonstrate a range and depth of creative-thinking behaviours

**Communication**
- I. Communication skills
  - Interpret and use effectively modes of non-verbal communication
  - Read a variety of sources for information and for pleasure

**ATL**
- Students to understand the importance their personal space and environment
- Students to understand how and what represents them.
- Students will be taught how to take these ideas and turn them into an artwork.

**MYP Assessment Criteria**
- C: Thinking creatively, D: Responding

**Knowledge and Skills**
Students will be given lessons on contemporary art, symbology and conceptual art. This will help them to understand the importance of representation in art rather than the use of realism to tell a story. They study the artists Kahlo (historical) and Ai Weiwei (contemporary) in relation to how identity can be formed through art.

**Graffiti and stencil art is changing the modern world.**
*(4 weeks (12 hours))*
**Authors:** Katherine Terlato, Nicole Bender

**Key Concepts**
- Culture

**Related Concepts**
- Arts: Visual arts
  - Composition
  - Representation
  - Visual culture
Global context

- Personal and cultural expression
  We are looking at stenciling and graffiti art to understand its social commentary and standing in society. Art is used as a tool to communicate ideals and political views, as a tool for peaceful protest and commentary. It is becoming increasingly important for students to be aware of different ways in which one can express their view in a non-violent manner and they need to understand this in order to help them create their own opinions and express them in a creative manner.

- Exploration to Develop:
  Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

- Graffiti and contemporary stencil art often look at modern culture, lifestyle, commercialism and politics. They comment on modern western society and our ways of living, representing them in simple, yet effective format, allowing the viewer to (often) immediately understand the meaning behind the work.

Statement of Inquiry

Statement of Inquiry:

Art as political, social and commercial commentary.

Inquiry Questions:

- C Artists making peaceful protests by way of wall and stencil art: How can I make a stencil representing my point of view on social, economic, commercial or political events?
- D The influence of artistic culture on common society: Has Banksy become more influential than Warhol?
- F The value of commercial art: How did Warhol become a renowned artist?

Arts

- A: Knowing and understanding
  - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

ATL

- IX. Creative thinking skills
  - Make unexpected or unusual connections between objects and/or ideas

Learning Experiences:

- Students will be encouraged to work on conceptual ideas that represent real issues affecting them in their life in some way. Students will have to consider alternatives to the obvious representation of their point of view and develop different images that could show how they feel about certain issues.

MYP Assessment Criteria

- A: Knowing and understanding, B: Developing skills, C: Thinking creatively, D: Responding

Knowledge and Skills

Skills in technical application and presentation as worked on in previous units, both in MYP4 and 3. New mediums: stencil and spray paint application to be learned. Basic knowledge of contemporary art taken from MYP4 and developed in this unit: Focus artists are Banksy and Ai Weiwei. How do they express their ideas of social and political corruption through art? Illustrating your point of view in a conceptual manner developed further from MYP4, the use of collage as a base for a stencil, understanding the impact of one or two words to make a political statement and send a message through to the public about your beliefs. Looking at how contemporary art has changed in the last decade and how stencil art has become one of the most popular media for visual art. Debating the social issue of is graffiti art?
Orientation in space and time
As the shift of visual art moved from Europe to America after world war II, it is important
to understand how this impacted on the way we see art, America as a driving force in
contemporary art and as a country that changed from copying to being copied in the art
world. It is important to study this migration of art as it is a fundamental turning point in
regards to art history and how it impacted on the artist of the late 20th C and today.

Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and
exchange
Epochs, eras, turning points and "big history"

Global context

Conceptual Understanding
How the migration of visual arts from Europe to America in the 1950s changed perspective
and explored new boundaries in contemporary art.

Statement of Inquiry:
The American artists that revolutionised art and how.

Inquiry Questions:
D: What information best represents my artist in a 2 minute documentary?
F: How do I use Premier Pro and what are its advantages?

Arts
B: Developing skills
• ii. demonstrate the application of skills and techniques to create, perform and/or
  present art.

Self-management
III. Organization skills
• Bring necessary equipment and supplies to class

Research
VI. Information literacy skills
• Present information in a variety of formats and platforms

Learning Experiences:
Students will be expected to learn and use a specific program not dealt with before, therefor the need for organisation, planning and memory skills will be fundamental for students to achieve the desired result on his project.

MYP Assessment Criteria
A: Knowing and understanding, B: Developing skills, C: Thinking creatively

Knowledge and Skills
Research skills, collaboration and delegation skills will be required to enable the students to
answer the question in an appropriate manner. Students will work in groups and each
group will research an artist working in America in the 50s/60s. They look at two major art
periods of the time: Abstract Expressionism and Pop Art and how these periods affected
art at the time and their repercussions on society both then and now. Student also learn the
program Premier Pro which they can utilise for any other presentation based assessment
for any subject.
Art Today: What is Contemporary Art? (2 weeks (6 hours))
Authors: Katherine Terlato

**Key Concepts**
- Creativity

**Related Concepts**
- Arts: Visual arts
  - Expression
  - Innovation
  - Interpretation

**Global context**

- **Personal and cultural expression**
  
  We are studying contemporary artists as they are fundamental to shaping today's world, reflecting on what is happening, provoking thought amongst the public. The concepts of this kind of art are important as they show a method of thinking outside of the norm and it’s important for us to understand this as we can often learn about problems in the world through a different mindset. Contemporary art is important and people care about it as it is one of the few ways people can really have freedom of speech, relay their ideas to others in a creative and innovative manner.

  **Exploration to Develop:**
  - Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
  - Metacognition and abstract thinking

**Conceptual Understanding**

Contemporary Art has many diverse forms of expression. For an artist to survive they must be innovative with their artworks and how they express themselves, their ideas and their message. How it is interpreted by the viewer is also fundamental to artwork as Contemporary art allows for many possible outcomes and it is the audience that can decide what to make of them.

**Statement of Inquiry:**

Contemporary art reflects society, politics and current affairs by pushing creative boundaries and provoking thought, emotion and doubt within the viewer.

**Inquiry Questions:**

- F: What is the pattern that makes an artist famous? Study, exhibits, networks, sponsors, galleries.
- C: What role does the viewer play in Contemporary art?
- D: Where does art cross the line from being art to ‘not art’?

**ATL Communication**

- **I. Communication skills**
  - Give and receive meaningful feedback
  - Use appropriate forms of writing for different purposes and audiences

**MYP Assessment Criteria**

- A: Knowing and understanding, D: Responding

---

The Working World of Film
(4 weeks (12 hours))
Authors: Katherine Terlato

**Key Concepts**
- Perspective

**Related Concepts**
- Arts: Visual arts
Global context

**Personal and cultural expression**
As film is a major part of society, it is an extremely important art form that impacts on daily life. Understanding the construction of a film is important in order to remain informed about what one is watching and why such decisions are made for the viewer. It is important for students to understand as it is a part of pop culture, it influences their lives, from movie stars to music to theme. Film has risen to be one of the most lucrative industries in the world. It is in the interest of everybody to understand how film works.

*Exploration to Develop:*
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

**Conceptual Understanding**
looking at film to understand how it is made
looking at film structure to comprehend and read a film - why is it so?
Understanding the importance of all aspects of film and how they combine to create a final, coherent result

**Statement of Inquiry:**
Film as a working industry: The importance of creative components such as music, costume, language, lighting in creating a film that is coherent, interesting and successful.

**Inquiry Questions:**
D: How do the working components of a film create the final result?
F: What does a film require in order to be coherent
C: What does Monform and the Media Crisis mean in today's world?

**Arts**
A: Knowing and understanding
- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

**ATL**
VIII. Critical thinking skills
- Draw reasonable conclusions and generalizations

**Learning Experiences:**
- Students will be able to analyse and deconstruct a film
- Study and understand the components of a film
- Discuss as a group the results of said components
- Express their ideas individually - developing their arguments

**MYP Assessment Criteria**
A: Knowing and understanding, D: Responding

There are no prior skills regarding this unit in MYP4, it is a completely new learning platform. In MYP4 Students will study different scenes from films and contemporary T.V, learn the components of a film and how a film is constructed through the use of diagrams and the explanation of the Media Crisis/Monoform (Peter Watkins) In MYP5 students revise the work of Monoform learned in MYP4 in order to create a clear and coherent film/documentary. They learn the use of Premier Pro, a professional level film editing software. This allows the students to use it for any subject and any type of presentation, even Personal Project. Students will learn to collaborate as a group to manage the computer program effectively. They will look at their works objectively to further their skills in artistic analysis.
Unit Title

Photography: the interpretation of the reality (16 weeks (32 hours))
Authors: Nicola Roccagliaiata

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Global context

Personal and cultural expression

Conceptual Understanding

We are completely immersed in a world where images play an important role but when it comes the time to shot a meaningful picture are we able to achieve that?

Statement of Inquiry:

Inquiry Questions:

P: What is the minimum technical knowledge that allows to catch a picture having the control of the camera?

C: Can photography be defined as the new expression of art?

D: Is the expression of photography an universal message or follows the rules of country spaces?

ATL

MYP Assessment Criteria

Knowledge and Skills

MYP 4: Eng: unit 3: Mixed media
(12 weeks (72 hours))
Authors: Katherine Terlato, Carole Stansfeld, Ben Wilson

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Global context

Personal and cultural expression

Conceptual Understanding

Understand the relationship between art forms and media
Two art forms can be used to transmit the same message with different effects.
Messages may be delivered using elements from different media and forms of art

Statement of Inquiry:

The function of a medium is to deliver a message: often messages are best delivered when arts use elements from other media and forms of art
The power of music over society and songs that represent life and how they can be interpreted in many different ways and meanings.

Inquiry Questions:

C: What is my interpretation of my favorite song and what can show it?
F: What elements that are traditionally from other forms of art are present in texts?
C: What are the effects of the use of these elements in texts?
D: What are the effects of mixing media? can the same content/message be communicated in different media?

Communication Learning Experiences:

- Students may choose a song from any time, culture and place in the world
- Students to explore their own connection to the song—be it emotional, religious, historical, technical or superficial
- Students will create their own communication for the song through imagery and design.
- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.
- Students use previously acquired and new skills to analyze "traditional" poetry. They then use these skills for a less traditional end: analyzing lyrics and reflecting on their tastes and on differences between different media and tools for analysis.
- The analysis is instrumental in communicating their critical reading through art.

Self-management Learning Experiences:

- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.
- Students use previously acquired and new skills to analyze "traditional" poetry. They then use these skills for a less traditional end: analyzing lyrics and reflecting on their tastes and on differences between different media and tools for analysis.
- The analysis is instrumental in communicating their critical reading through art.

Research Learning Experiences:

- Students reflect on the use of similar elements in different media
- Students use literary analysis as a basis for artistic representation
- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.
- Students use previously acquired and new skills to analyze "traditional" poetry. They then use these skills for a less traditional end: analyzing lyrics and reflecting on their tastes and on differences between different media and tools for analysis.

Thinking Learning Experiences:

- Students are encouraged to see that different forms of art share common elements (use of imagery or mood in art and literature), and that many forms of art that are considered traditionally considered separate often merge (lyrics and poems)
- Students use literary analysis to analyze lyrics also reflecting on their own tastes and perception.
- The analysis is transferred and becomes a basis for artistic representation.
- Students write in the form of a literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics.

MYP Assessment Criteria

Interdisciplinary:

- A: Disciplinary grounding
- B: Synthesizing
Knowledge and Skills


History (MYP 4)

Unit Title

The First World War and Its Aftermath (17 weeks (39 hours))
Authors: Martin Bradley

Key Concepts

• Change

Related Concepts

• Causality (cause and consequence)
• Conflict
• Innovation and revolution

Global context

The purpose of the unit is to show the link between past and present and future. To get students to see the links between our world and societies and past events.

Statement of Inquiry

WW1 has shaped our modern world.

Inquiry Questions:

• What aspects of society changed with WW1
• How significant has WW1 been in shaping our modern World
• Can a War change Society and people?
I. Communication skills

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Structure information in summaries, essays and reports

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

Students are going to have to study, evaluate and summarize in their own words from a wide variety of historical sources ... course book, internet, movies, exhibitions and convey their knowledge orally in mini presentations and in written form ie. essays, short summaries and reviews.

The Inter War Years and The Road to WWII (12 weeks (36 hours))
Authors: Martin Bradley

Key Concepts

- Global interaction

Related Concepts

- Individuals and societies: History
  - Causality (cause and consequence)
  - Conflict
  - Governance
  - Identity

Conceptual Understanding

Weak governance, Global economic depression and the rise of strong identities Nazism and Fascism leads to a Second World Conflagration that has shaped our Modern World today.

Statement of Inquiry:

Inquiry Questions:

F WWII as the second Installment of WWI: Why did International Cooperation Fail in the Inter War years?

C Strong Identities and the connection to world conflict: Do strong Identities give rise to conflict?

D Good and Evil: Does Good overcome Evil?

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills
**Unit Title**

"Out with the Old in with the New"

The Old Orders of the Nineteenth Century Give Way to New Fast Moving Twentieth Century Orders. 1900 - 1933

(18 weeks (54 hours))

Authors: Martin Bradley

---

**Key & Related Concepts**

- **Key Concepts**: Change
- **Related Concepts**: Individuals and societies
  - Causality (cause and consequence)
  - Innovation and revolution

---

**Global context**

- **Scientific and technical innovation**
  - Exploration to Develop:
    - Adaptation, ingenuity and progress
    - Opportunity, risk, consequences and responsibility

---

**Conceptual Understanding**

The beginning of the Twentieth Century brought rapid technical innovation and subsequent ideological changes which led to sweeping changes and revolutions in a new Modern Age.

---

**Statement of Inquiry**

1900: At the Dawn of a New century A world is unprepared to adapt to a New Fast - Moving Modern Era.

**Inquiry Questions**:

- **D**: Was the World unprepared to adapt to a New Fast - Moving Modern Era?
- **F**: How did the New Modern World Orders of the Twentieth Century change and differ from that of the Old World Orders of the Nineteenth Century?
- **C**: Can living in a period of Great and Rapid Change be a Threat and an Opportunity?

---

**ATL**

- **Communication**
  - I. Communication skills
    - Negotiate ideas and knowledge with peers and teachers
    - Read critically and for comprehension
    - Paraphrase accurately and concisely
    - Take effective notes in class
    - Make effective summary notes for studying
    - Organize and depict information logically

---

**MYP Assessment Criteria**

- **A**: Knowing and understanding, **B**: Investigating, **C**: Communicating, **D**: Thinking critically

**Knowledge and Skills**

- Liberal Reforms 1906: Women and Struggle to get the Vote: World War I : Treaty of Versailles: from Russia to The USSR:

---

**Key & Related Concepts**

- **Key Concepts**: Change
- **Related Concepts**: Individuals and societies

---

**Changes due to WWI**

(11 weeks (33 hours))

Authors: Martin Bradley
Unit Title

- Causality (cause and consequence)
- Perspective
- Power

Global context

Orientation in space and time

Exploration to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

Statement of Inquiry:

WWI brought about significant change not only in the geo-political balance of power at that time but also has shaped our modern world and society.

Inquiry Questions:

C: How did WWI change the World?
F: What did WWI change in the world at that time?
D: Can a total war change Civilisation and the lives of ordinary people?

ATL

Individuals and societies

A: Knowing and understanding

- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Communication

I. Communication skills

- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Paraphrase accurately and concisely
- Structure information in summaries, essays and reports

Research

VI. Information literacy skills

- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Identify primary and secondary sources

VII. Media literacy skills

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Compare, contrast and draw connections among (multi)media resources

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

Topics: Causes of WWI, and other sub-topics to be added later

The League of Nations (3 weeks)

Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria
Ways to prevent conflicts among nations (7 weeks)
Authors: Ottilia Braccini

Conceptual Understanding

ATL
- Communication
- Thinking

MYP Assessment Criteria

Knowledge and Skills

The League of nations, when and why it was created, why did it fall. Overview of the United Nations (structure and organization, main agencies) Conflict and diplomacy, case studies from the past and the present Rules of debate in the UN Security Council

The Inter-War Years
(7 weeks (21 hours))
Authors: Martin Bradley

Key Concepts
- Global interaction

Related Concepts
- Individuals and societies
- Equity
- Globalization
- Power

Global context
- Exploration to Develop:
  Commonality, diversity and interconnection

Conceptual Understanding

Statement of Inquiry:
Modern Civilisation is governed by mutually agreeing partners who establish common rules and regulations

Inquiry Questions:
- A New World Order after WW1: How did the leading powers after WW1 attempt to establish a New World Order?
- Order is fundamental for a Modern Interconnected World: How does a Modern Interconnected World bring about order, peace and stability
- Is it possible for a fast developing modern world to accept and respect a set of International Rules?
- Order in a New World!: Is it possible for a fast developing modern World to accept and respect a set of International Rules?
## Project Genoa
(7 weeks (50 hours))
Authors: Cinzia Rodino

### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Global interaction</td>
<td>Individuals and societies</td>
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<tr>
<td>Perspective</td>
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<tr>
<td>Orientation in space and time</td>
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### Conceptual Understanding

Different perspectives often lead to multiple representations and interpretations and how these connect to our environment.

### Statement of Inquiry:

How is everything connected in our city Genoa, are we globalized enough. Does landscape interfere or enhance our environment. Who is the Genovese?

### Inquiry Questions:

D: Could we re-launch Genoa knowing that big he indrance are dcountry is the laissez faire attitude of the people

### Communication

1. Communication skills
   - Give and receive meaningful feedback
   - Use a variety of media to communicate with a range of audiences
   - Read a variety of sources for information and for pleasure
   - Paraphrase accurately and concisely

### Learning Experiences:

Many students just saw it as a way to make Genoa beautiful. They were negative and thought that nothing could ever change.

### MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

### Knowledge and Skills

Knowing your environment, understanding the main driving forces acting within it. Knowing its past, reflecting on possible actions. Students will be using different ATLS plus their local neighbourhood research to gather a clearer picture. Some will interview different age groups connected to lower and upper. Students will be asked to research their area, interviewing shop keepers, family members, observing the different styles of architecture. How does the land affect our housing? Genoa is a port town is it truly multicultural? are we open to change? who is not open to change and why?, They are going to use their prior knowledge acquired in school. They will observe and use different ATLS. The students will be asked to provide solutions to how to make Genoa a place to stay and live prosperously.

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"Here we Go Again! " The Road to WWII 1933 - 1939
(16 weeks (48 hours))
Authors: Martin Bradley

### Key & Related Concepts

<table>
<thead>
<tr>
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<tr>
<td>Individuals and societies</td>
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</table>
Unit Title

Global interaction

- Culture
- Power

Global context

Fairness and development

- Exploration to Develop:
  Inequality, difference and inclusion
  Authority, security and freedom

Conceptual Understanding

In a fast changing world, the culture of individuals and societies throughout the world also changes and there is often a struggle for power on a geopolitical basis.

Statement of Inquiry:

In a modern connected world, a failure to cooperate internationally leads to global conflict. Was World War II inevitable due to a failure to cooperate internationally?

Inquiry Questions:

C  "The inevitability of conflict due to a failure to cooperate internationally." is "Was World War II inevitable due to a failure to cooperate internationally?"

D  "Life is always a struggle for power." is "Is life always a struggle for power?"

E  "International peace and cooperation broke down slowly or quickly in the Inter-War Years." is "How did International Peace and Cooperation Break Down in the Inter-War Years?"

ATL

Communication

I. Communication skills

- Negotiate ideas and knowledge with peers and teachers
- Take effective notes in class
- Make effective summary notes for studying
- Structure information in summaries, essays and reports

Learning Experiences:

Students are encouraged firstly to investigate subjects and events and to comprehend the very key and essential elements of those matters and secondly to convey that knowledge and understanding to others in a simple, clear, and coherent, and linear way.

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

America's "The Roaring Twenties" from Boom to Bust - Wall St. and The Great Depression: The League of Nations: The Rise of Fascism and Nazism: The Road to World War Two.

tollitarian governments and methods used (2 weeks)

Authors: Cinzia Rodino

Conceptual Understanding

ATL

Communication

Thinking

MYP Assessment Criteria

Knowledge and Skills

Research using internet, books they have read or are going to read
The Weimar Republic and the Rise of the Nazis
(4 weeks (12 hours))
Authors: Martin Bradley

Key & Related Concepts

Key Concepts
- Systems

Related Concepts
- Individuals and societies
  - Identity
  - Power

Global context

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Statement of Inquiry:
The Nazis, Totalitarianism and the Bridge between WWI and WWII

Inquiry Questions:
- F: What happened to construct the right environment for another Global War in The Twentieth Century?
- D: Inevitability of Nazism after WWI: Was Nazism inevitable given the aftermath of WWI?
- C: Violence breeds violence.: Does seeking revenge only lead to violence?

ATL

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

FAMILY CONSTELLATIONS
(5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

Communication
I. Communication skills
- Use a variety of media to communicate with a range of audiences
- Read a variety of sources for information and for pleasure

Learning Experiences:
They learned the main elements of Communism, fascism, colonialism, dictatorship, First World War, Second and Cold War

Social
II. Collaboration skills
- Practise empathy
- Encourage others to contribute
- Give and receive meaningful feedback

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
IV. Affective skills
- Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
- Develop new skills, techniques and strategies for effective learning
- Try new ATL skills and evaluate their effectiveness
- Consider ATL skills development
  - How can I share my skills to help peers who need more practice?

Research

VI. Information literacy skills
- Collect, record and verify data
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions

VII. Media literacy skills
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

VIII. Critical thinking skills
- Draw reasonable conclusions and generalizations

IX. Creative thinking skills
- Make unexpected or unusual connections between objects and/or ideas

Learning Experiences:
Many of my students enjoyed learning about their past. Others loved sharing bits of their history that were not so glamorous. They started becoming more reflective and understanding of each other

Other
Learning Experiences:
visits, theatre, museums, whale watching, fishing. Scuba diving

MYP Assessment Criteria

Knowledge and Skills
Research based on family interviews, followed by an internet research., Research their family history via interviews, internet, videos, pictures, books but most of all time spent talking with their families, Talk to their family members, gather information via internet, photographs, and videos

End of year Test (5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills
Unit Title

End of year Test (5 weeks)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Obama vs Bush junior (1 week)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Reflection on the two projects
ATL; Relauch Genoa and Family Constellation (1 week)
Authors: Cinzia Rodino

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Physical and health education (MYP 5)

Unit Title

MYP1to5- UNIT1 Performance tests (2 weeks (8 hours))
Authors: Paola Taddei

Key & Related Concepts

Key Concepts
- Change
- Development

Related Concepts
- Physical and health education
  - Adaptation
  - Energy
  - Movement

Identities and relationships
are my wellness and fitness good enough

Global context

Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices
### Conceptual Understanding
Enhance our performance and improve our level of fitness by knowing our body.

### Statement of Inquiry
**Statement of Inquiry:**
athletes and performers analyse current movement patterns so they can refine technique and maximize performance energy

**Inquiry Questions:**
- **F**: How can I improve my level of fitness
- **C**: How can I know what is the best type of exercise for me
- **D**: is an healthy life style the solution for a better way of life

### Physical and health education

**B: Planning for performance**
- design, explain and justify plans to improve physical performance and health.

**C: Applying and performing**
- demonstrate and apply a range of skills and techniques effectively.
- demonstrate and apply a range of strategies and movement concepts.
- analyse and apply information to perform effectively.

### Communication

**I. Communication skills**
- Give and receive meaningful feedback

### Learning Experiences:
Discussing with the class the reason why we’re doing certain exercises. Showing them the exactly way to do an exercise.

### Research

**VI. Information literacy skills**
- Collect, record and verify data

### MYP Assessment Criteria
**B: Planning for performance, C: Applying and performing**

### Knowledge and Skills
Knowledge & Skills TBD

### MYP 5: Chemistry: Unit 1:
Reactions and quantities
(11 weeks (22 hours))
**Authors:** Serena Salis, Paola Taddei

### Key Concepts

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<td>Relationships</td>
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<td>• Movement</td>
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### Key & Related Concepts

### Scientific and technical innovation
**Sciences:** The understanding of relationships between chemical substances leads to the development of powerful technologies, but also to a higher responsibility.

**Exploration to Develop:**
Systems, models, methods; products, processes and solutions
Conceptual Understanding

Student will learn how to evaluate the impact of chemical reactions. Therefore, they will investigate how a lack of controls or a superficial approach to complex production processes affect health and the environment. In the end, they will reflect on ethical aspects of illegal production and traffic of active substances and counterfeit food.

Statement of Inquiry:

Studying the chemical interactions between substances and their functions on living organisms, humans have developed complex chemical processes, leading to substances that can cure and sustain our lives. The relationships between these substances, living organisms, and the environment must be studied in depth, and the processes leading to their production must be carefully controlled. In fact, the consequences of a superficial approach could produce huge damages on health or the environment, as it has already happened in the past.

Inquiry Questions:

C. The understanding of chemical processes has led to new technological processes. This powerful knowledge has shadows and lights: How can we ensure that the interaction between chemical substances is used to develop new technological processes?

D. Development of new products leads to new issues that need to be considered in order to prevent negative effects on human health caused by them: What is the role of international bodies in the development of laws and ethical standards to control the impact of new technologies? Do we need them?

F. Can we predict the amount of a product knowing the amount of reactant and the system conditions?

F. Can we evaluate the effectiveness of a process by studying its outcomes?

Thinking

VIII. Critical thinking skills

- Interpret data
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Formulate factual, topical, conceptual, and debatable questions
- Consider ideas from multiple perspectives

X. Transfer skills

- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Make connections between subject groups and disciplines

Learning Experiences:

Lab activities
Evaluation of collected data
Debating differences between legal and illegal substances, consequences of illegal substances use on our health and ethical aspects related to illegal substances traffic.

MYP Assessment Criteria

Sciences:

- A: Knowing and understanding
- C: Processing and evaluating

Knowledge and Skills

How to balance a reaction, state of matter, Moles, proportions (math)

MYP5- UNIT 2- The anatomy of movement (UPPER LIMBS)
(4 weeks)
Authors: Paola Taddei
**Unit Title**

**MYP Assessment Criteria**

**Knowledge and Skills**

**migration and sports**

(9 weeks (18 hours))

**Authors:** Paola Taddei

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<td>Global interaction</td>
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<td>Time, place and space</td>
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**Key & Related Concepts**

**Identities and relationships**

- *Exploration to Develop:*
  - Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

**Global context**

- *Orientation in space and time*:
  - *Exploration to Develop:*
    - Epochs, eras, turning points and "big history"

- *Globalization and sustainability*:
  - *Exploration to Develop:*
    - Commonality, diversity and interconnection

**Conceptual Understanding**

Sports can help us to know different worlds and people and ways to live

**Statement of Inquiry**:

Sports help us knowing different cultures

**Inquiry Questions:**

- **D**: how certain sports are famous in certain countries and not in others
- **D**: is the role of sport important during a war period? why?
- **F**: when did the female sport become appreciated as the male one?

**Communication**

1. **Communication skills**
   - Use a variety of media to communicate with a range of audiences
   - Read a variety of sources for information and for pleasure
   - Take effective notes in class
   - Use a variety of organizers for academic writing tasks
   - Structure information in summaries, essays and reports

**ATL**

**Social**

2. **Collaboration skills**
   - Delegate and share responsibility for decision-making
   - Manage and resolve conflict and work collaboratively in teams
**Self-management**

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines

**Research**

**VI. Information literacy skills**
- Access information to be informed and inform others
- Present information in a variety of formats and platforms

**VII. Media literacy skills**
- Make informed choices about personal viewing experiences
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**Thinking**

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries

**X. Transfer skills**
- Make connections between subject groups and disciplines

---

**Interdisciplinary:**
- A: Disciplinary grounding
- D: Reflecting

**Physical and health education:**
- A: Knowing and understanding
- D: Reflecting and improving performance

---

**Knowledge and Skills**
the student will learn different sports and cultures by playing uncommon sports

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**Mathematics (MYP 5)**

**Unit Title**

**MYP5: Unit 2: Mathematics: Algebra**

**Authors:** Paola Franchini, Manuel Monteverde

<table>
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<tr>
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<td>• Simplification</td>
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**Global context**

**Personal and cultural expression**
Algebra as a language that was firstly created to express and solve practical problems and that then evolved to a more abstract level

**Exploration to Develop:**
Metacognition and abstract thinking

**Conceptual Understanding**
Equality and difference (when expressing numbers and comparing quantities. Contents: a) roots and fractional indices; equations; inequalities and sets of inequalities. b) the language of algebra for each content)

**Statement of Inquiry:**
The language of Algebra can enhance both the understanding of real life situations and the problem solving, translating or modelling into well organized, simpler and equivalent
structures (equations, inequalities..) what is expressed in words as a relationship between two or more quantities.

Inquiry Questions:

C Students will explore the ways simple Mathematical algebraic objects and tools are used to describe real life situations and solve problems. They will also discover the internationality of the language of Algebra and its historical origins: What is the purpose of Algebra and how do we use it worldwide in practical life?

F Students will learn how to set up and solve quadratic equations, sets of simultaneous equations, inequalities: How can I translate into the language of Algebra the interconnections among variables and quantities we find in a problem (abstract and/or set in a real context)?

D Students will learn to reflect about the possible limitations to solutions: How do we know whether or not a solution is meaningful or not? Do we always need some prior constraints about the variables before starting the solving process? And what kind of reflections must be done about our findings?

Mathematics

A: Knowing and understanding
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

C: Communicating
- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

D: Applying mathematics in real-life contexts
- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Take effective notes in class
- Make effective summary notes for studying

Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
- Practise strategies to develop mental focus
- Practise strategies to overcome distractions
- Practise being aware of body–mind connections

- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification

- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking

V. Reflection skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Try new ATL skills and evaluate their effectiveness

- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?

- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?

- Focus on the process of creating by imitating the work of others

Thinking

VIII. Critical thinking skills

- Practise observing carefully in order to recognise problems
- Draw reasonable conclusions and generalizations

Social

MYP Assessment Criteria

A: Knowing and understanding, C: Communicating, D: Applying mathematics in real-life contexts

Knowledge and Skills

Simultaneous equations, quadratic equations, Inequalities: linear and quadratic, Sets of inequalities (linear only and linear combined with quadratic; not more than three inequalities per set), Exponential equations, Surds: definitions, laws of multiplication, division; taking out a factor, like surds, addition and subtraction of like surds, rationalization of denominators

MYP5: Unit 1: Mathematics: Revision of last year topics
(2 weeks (8 hours))
Authors: Paola Franchini, Manuel Monteverde

Key Concepts

- Communication
- Development

Related Concepts

- Mathematics
  - Equivalence
  - Pattern
  - Representation

Conceptual Understanding

Statement of Inquiry
This is not a unit of work as it is supposed to be according to the MYP philosophy; it's a record keeping of the revision work which has been done during the first two weeks of school. There won't be any summative task, only formative work will take place in class during collaborative lessons: teacher with students and students with students will solve problems, reflect, ask for clarifications, assess themeselves.

Inquiry Questions:
- Revise past topics; solution of exercises in class (students go to the board and/or work in group under the teacher supervision; they assess classmates’ works and suggest possible alternative solutions) : How much and How do I remember concepts, use and apply them?

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation
- Take effective notes in class
- Make effective summary notes for studying

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
- Perseverance
  - Demonstrate persistence and perseverance
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to prevent and eliminate bullying
  - Practise strategies to reduce stress and anxiety
- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise positive thinking

V. Reflection skills
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?
  • Focus on the process of creating by imitating the work of others
  • Consider ethical, cultural and environmental implications
  • Keep a journal to record reflections

MYP Assessment Criteria

Knowledge and Skills  Knowledge & Skills TBD

MYP5: Unit 3: Mathematics: Visualizing the information  
(17 weeks (30 hours))
Authors: Paola Franchini, Chiara Colucci, Manuel Monteverde

Key Concepts
- Change
- Relationships

Related Concepts
- Sciences
  - Patterns
- Mathematics
  - Pattern
- Design
  - Adaptation

Global context

Scientific and technical innovation
- Sciences: Finding relationships between mathematics formulas and Physics phenomena students will explore and understand scopes and limits of scientific knowledge
- Mathematics: Understanding the main features of some mathematical models (linear, quadratic and exponential) will enable students to comprehend more in depth real life phenomena in the Sciences settings (applications to Physics, to Biology and Chemistry). They will see how mathematical models can be the laws (rules and principles) that allow scientists to read and interpret natural phenomena, also making predictions about their evolution and changes over time.
- Design: Learning how to create charts in order to visualize information using the correct programs.

Exploration to Develop:
Systems, models, methods; products, processes and solutions

Conceptual Understanding
The couple of variables of an experiment changes in a "controlled way" throughout it and the goal of a set of experiments is to find a mathematical relationship between the variables that will make us understand a pattern in Nature.

Statement of Inquiry:
The two variables X and Y change throughout an experiment and the result of the experiment is to find a mathematical relationship between the variables through technology that will make us understand and describe natural phenomena.

Inquiry Questions:
- Relationship between charts and data: MATHEMATICS How is a graph related to a formula?
- Investigating the main features of straight lines: MATHEMATICS How do gradients of parallel or of perpendicular lines compare?
Investigating concavity, width and displacement in the Cartesian plane of the parabolic curve: MATHEMATICS How is the shape of a parabola affected by the coefficients of its equation?

The asymptotic behaviour of exponential curves: MATHEMATICS Can the abstract concept of “Intersection to infinity between the curve and its horizontal asymptote” be always extended to the real phenomena the model describes?

The usage of a spreadsheet as a tool: How can I represent the trend of a formula using the computer?

PHYSICS (SCIENCES) & MATHEMATICS: Validity of a result: Is the result you get valid?

PHYSICS (SCIENCES): Independent and dependent variables on a graph. Manipulation of variables. : What variables should I plot on my graph?

PHYSICS (SCIENCES): Best fit line and errors: How can I deduce a relationship from a graph?

Sciences
C: Processing and evaluating
• i. present collected and transformed data
• ii. interpret data and explain results using scientific reasoning
• iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
• iv. evaluate the validity of the method
• v. explain improvements or extensions to the method.

Mathematics
A: Knowing and understanding
• i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
• ii. apply the selected mathematics successfully when solving problems
• iii. solve problems correctly in a variety of contexts

B: Investigating patterns
• ii. describe patterns as general rules consistent with findings
• iii. prove, or verify and justify, general rules.

C: Communicating
• ii. use appropriate forms of mathematical representation to present information
• iii. move between different forms of mathematical representation

D: Applying mathematics in real-life contexts
• i. identify relevant elements of authentic real-life situations
• ii. select appropriate mathematical strategies when solving authentic real-life situations
• iii. apply the selected mathematical strategies successfully to reach a solution
• iv. justify the degree of accuracy of a solution
• v. justify whether a solution makes sense in the context of the authentic real-life situation.

Design
B: Developing ideas
• iii. present the chosen design and justify its selection

C: Creating the solution
• iv. fully justify changes made to the chosen design and plan when making the solution

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use a variety of media to communicate with a range of audiences
• Interpret and use effectively modes of non-verbal communication
• Negotiate ideas and knowledge with peers and teachers
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Understand and use mathematical notation
• Take effective notes in class
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Learning Experiences:

MATHEMATICS
Students will learn
1. to interpret/read given diagrams in abstract settings and in real life contexts;
2. to draw diagrams when the equation is given;
3. to find the equation of the curve when some relevant information is given
4. to deduce the main properties of curves by the mean of mathematical investigation (parabola)
5. to select and apply models to real life problems

DESIGN
Students will learn
1. how to insert effectively data into a spreadsheet
2. how to make different charts using a spreadsheet

PHYSICS
Students will learn
1. to organize and present collected data
2. to figure out gradient and intercept from straight lines and communicate results

Self-management

III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Bring necessary equipment and supplies to class
• Understand and use sensory learning preferences (learning styles)
• Select and use technology effectively and productively

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to overcome distractions
• Perseverance
  - Demonstrate persistence and perseverance
• Self-motivation
  - Practise managing self-talk
  - Practise positive thinking
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Try new ATL skills and evaluate their effectiveness
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
• Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?
  • Focus on the process of creating by imitating the work of others
  • Keep a journal to record reflections

**Learning Experiences:**

**MATHEMATICS:**
Under the teacher’s guidance and supervision, students will learn

1. to keep deadlines
2. to show perseverance when doing mathematical investigations
3. to look for the best solution strategy
4. to reflect about the exactness, accuracy and reliability of their findings

**DESIGN**
Under the teacher’s guidance and supervision, students will learn to organize correctly their work and the data collected in order to obtain a visual result of a formula.

**PHYSICS (SCIENCES)**
1. how to collect their data by selecting the appropriate instrument
2. how to organize the collected data
3. to reflect about the validity of their findings

**Thinking**

**VIII. Critical thinking skills**
  • Practise observing carefully in order to recognise problems
  • Interpret data
  • Evaluate evidence and arguments
  • Draw reasonable conclusions and generalizations
  • Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
  • Use models and simulations to explore complex systems and issues
  • Identify trends and forecast possibilities

**IX. Creative thinking skills**
  • Use brainstorming and visual diagrams to generate new ideas and inquiries
  • Create novel solutions to authentic problems
  • Apply existing knowledge to generate new ideas, products or processes

**X. Transfer skills**
  • Apply skills and knowledge in unfamiliar situations
  • Compare conceptual understanding across multiple subject groups and disciplines
  • Make connections between subject groups and disciplines

**Learning Experiences:**

**PHYSICS (SCIENCES)**
Students will learn

1. to interpret data of their graphs
2. to explore the physical meaning of the gradient of straight lines
3. to evaluate their results and identify realistic improvements

**DESIGN**
Students will learn to synthesize complex data and concept into a new understanding through the charts created and to apply their knowledge to find the best solution.
MATHEMATICS
Students will learn to:
- use models to understand and interpret sets of data;
- reflect about reasonableness of their findings, justifying whether or not they can be accepted as valid answers;
- explain and justify the degree of accuracy of their answers;
- apply their knowledge and skills to a context which is other than Mathematics (real-life problems in disciplines like Physics, Economics for instance)

**Interdisciplinary:**
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

**Sciences:**
- C: Processing and evaluating

**Mathematics:**
- A: Knowing and understanding
- C: Communicating
- D: Applying mathematics in real-life contexts

**Design:**
- B: Developing ideas
- C: Creating the solution

**Knowledge and Skills**

MATHEMATICS Disciplinary grounding: a) Geometry in the Cartesian plane; b) Formulae rearrangement to make the Y variable explicit. Disciplinary knowledge: Students can achieve interdisciplinary understanding if a) they can identify the type of the equations in X and Y they are given, and they can also identify the physical quantities these variables refer to (usually: X means TIME, Y means DISTANCE, or SPEED, or ACCELERATION, or something else - population size, for instance - if the context is not a physics-related phenomenon but biology-related one) b) they know the main characteristics the curves they are given the equation of, c) they can draw their diagrams confidently, if they know how to interpret such diagrams Subject specific objectives: a) Knowledge and Understanding about connection between algebra and geometry in the Cartesian plane; b) Communication of concepts moving confidently between different forms of representation; c) Appropriate and meaningful of Application of Mathematics to real life contexts. Relevant related concepts: a) Change (dependent variable changes in relation to the variation of the independent variable); b) Pattern and Model (linear, quadratic and exponential main features); c) Representation (graphs), DESIGN Basic knowledge of Microsoft Excel or similar (Open Office Calc). Students need to identify the correct way to apply the data collected in Mathematics and Science. They will learn different ways of representing the results of their data using the chart properly related to the formula. At the end of the unit students will know how to insert data in a spreadsheet in order to obtain the correct chart., PHYSICS (SCIENCES): Disciplinary grounding: Data collection and processing. Disciplinary knowledge: a) Meaning of independent, dependent, control variables b) Instruments and uncertainties c) Random errors and trials d) Manipulation of variables to draw straight lines e) Finding the gradient of a best fit d) Scientific meaning of intercepts and gradients in direct proportionality cases.

**MYP5: Unit 4: Mathematics:**
Statistics: Bivariate Analysis
(4 weeks (16 hours))
**Authors:** Paola Franchini, Manuel Monteverde

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
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Unit Title

Form

Relationships

Mathematics
  • Change
  • Model
  • Representation

Identities and relationships

Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Orientation in space and time

Exploration to Develop:
Scale, duration, frequency and variability

Globalization and sustainability

Bivariate analysis enables students to explore how some aspects of markets, environment, population and demography can vary with the passing of time

Exploration to Develop:
Population and demography

Global context

In Statistics how can we investigate and understand the concept of dependence between two sets of data? Is a statistical dependence a kind of mathematical relationship between two variables? If so, when and why?

Conceptual Understanding

In Statistics how can we investigate and understand the concept of dependence between two sets of data? Is a statistical dependence a kind of mathematical relationship between two variables? If so, when and why?

Statement of Inquiry:
The unit purpose is develop the knowing and understanding of correlation between two any variables in terms of type and strength, followed by the application of this new knowledge to real life context and to Service activity.

Inquiry Questions:

c) Researching and exploring phenomena, facts that are interesting from a Statistical point of view; from a visual representation of the data that have been collected/found to the understanding of concepts : How are two statistical data sets correlated? Why can I say they are in a correlation and how can I describe this correlation in words and/or in terms of statistical parameters? ??

d) Bivariate Analysis is useful to make prediction and inference.: What are the limitations of bivariate analysis? Are predictions I make always reliable? In what cases they are not and why?

Mathematics

A: Knowing and understanding
  • i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
  • iii. solve problems correctly in a variety of contexts

C: Communicating
  • i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
  • ii. use appropriate forms of mathematical representation to present information
  • iii. move between different forms of mathematical representation
  • iv. communicate complete, coherent and concise mathematical lines of reasoning
  • v. organize information using a logical structure.

D: Applying mathematics in real-life contexts
  • i. identify relevant elements of authentic real-life situations
  • iv. justify the degree of accuracy of a solution
  • v. justify whether a solution makes sense in the context of the authentic real-life situation.

ATL
Unit Title

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use appropriate forms of writing for different purposes and audiences
• Interpret and use effectively modes of non-verbal communication
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Understand and use mathematical notation
• Take effective notes in class
• Make effective summary notes for studying
• Structure information in summaries, essays and reports

Thinking
VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Recognise unstated assumptions and bias
• Interpret data
• Draw reasonable conclusions and generalizations
• Consider ideas from multiple perspectives
• Use models and simulations to explore complex systems and issues
• Identify trends and forecast possibilities

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Make connections between subject groups and disciplines

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<tr>
<th>MYP Assessment Criteria</th>
<th>A: Knowing and understanding, C: Communicating, D: Applying mathematics in real-life contexts</th>
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</table>

Knowledge and Skills
Knowledge about linear modelling that has been acquired during the previous unit: visualizing the information, knowledge about creating diagrams making use of Excel, Knowledge about the use of the Graphic Display Calculator to find parameters relevant to the task developments

MYP5: Unit 5: Mathematics:
Geometry and Trigonometry
(3 weeks (6 hours))
Authors: Paola Franchini, Manuel Monteverde

Conceptual Understanding

<table>
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<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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End of year revision
(6 weeks (25 hours))
Authors: Paola Franchini

Conceptual Understanding

<table>
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<tr>
<th>MYP Assessment Criteria</th>
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Design (MYP 5)

Unit Title

MYP5 Design Unit 1: Design process for the creation of a leaflet (6 weeks (16 hours))
Authors: Nicola Roccatagliata

Key & Related Concepts

<table>
<thead>
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<th>Key Concepts</th>
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<tbody>
<tr>
<td>Aesthetics</td>
<td>Design</td>
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<td>Creativity</td>
<td>• Evaluation</td>
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<td>Identity</td>
<td>• Innovation</td>
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Global context

Personal and cultural expression
The unique value of Liguria territory and related to this all the aspects and the traditions that make it unique.

Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

The correct design approach to the creation of a book that collects the main features of a territory can result in a unique and valuable result that communicates to people in an effective way.

Statement of Inquiry:

We live in a world where the presentation of something (could it be a product, a territory, a brand ecc.) has become of primary importance and could help define if what is presented will be considered by the society or not. What is the correct DESIGN APPROACH to define a graphic project in a way that could attract the attention of users and bring them to act purposely.

Inquiry Questions:

F: What is the best way to define the approach to create the visual aspect of a book presenting something?
C: How much the choices of layout and graphic project can reflect the soul of what you’re presenting?
D: Is it possible to make a change in the appreciation of a territory through the use of communication (media, social ecc)?

Communication

I. Communication skills

- Negotiate ideas and knowledge with peers and teachers
- Read a variety of sources for information and for pleasure

ATL

Communication
• Use a variety of organizers for academic writing tasks
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Social
II. Collaboration skills
• Manage and resolve conflict and work collaboratively in teams
• Encourage others to contribute

Self-management
III. Organization skills
• Set goals that are challenging and realistic

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Self-motivation
  - Practise managing self-talk

V. Reflection skills
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider ATL skills development
  - How can I share my skills to help peers who need more practice?

Research
VI. Information literacy skills
• Collect, record and verify data
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

VII. Media literacy skills
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)
• Understand the impact of media representations and modes of presentation
• Seek a range of perspectives from multiple and varied sources
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking
VIII. Critical thinking skills
• Consider ideas from multiple perspectives

IX. Creative thinking skills
• Create original works and ideas; use existing works and ideas in new ways
• Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

X. Transfer skills
• Make connections between subject groups and disciplines
• Combine knowledge, understanding and skills to create products or solutions

MYP Assessment Criteria
B: Developing ideas, C: Creating the solution

The Knowledge of Design Process is understood in the practical way only when applied to a real problem that needs to be solved. In the case of this unit the problem is represented by the creation of a book sponsoring the territory (Liguria). Dealing with such a concrete problem, students can understand the importance of applying in the correct way the process from the step A to the step C. In the step A students work on a research on what already exists, find inspirations and sources for their product. In the step B they work by hand on their sketch book, defining the main features of the graphic outcome. In the last step (the C), they use Adobe Softwares (InDesign, Illustrator and Indesign), to create the final executive solution. The size of book will be A5.
Unit Title

MYP5: Unit 3: Mathematics:
Visualizing the information
(17 weeks (30 hours))
Authors: Paola Franchini, Chiara Colucci, Manuel Monteverde

Key Concepts
- Change
- Relationships

Related Concepts
- Sciences
- Mathematics
- Design
  - Patterns
  - Pattern
  - Adaptation

Global context

Scientific and technical innovation
- Sciences: Finding relationships between mathematics formulas and Physics phenomena students will explore and understand scopes and limits of scientific knowledge
- Mathematics: Understanding the main features of some mathematical models (linear, quadratic and exponential) will enable students to comprehend more in depth real life phenomena in the Sciences settings (applications to Physics, to Biology and Chemistry). They will see how mathematical models can be the laws (rules and principles) that allow scientists to read and interpret natural phenomena, also making predictions about their evolution and changes over time.
- Design: Learning how to create charts in order to visualize information using the correct programs.

Exploration to Develop:
- Systems, models, methods; products, processes and solutions

Conceptual Understanding

The couple of variables of an experiment changes in a "controlled way" throughout it and the goal of a set of experiments is to find a mathematical relationship between the variables that will make us understand a pattern in Nature.

Statement of Inquiry:

The two variables X and Y change throughout an experiment and the result of the experiment is to find a mathematical relationship between the variables through technology that will make us understand and describe natural phenomena.

Inquiry Questions:
- Relationship between charts and data: MATHEMATICS How is a graph related to a formula?
- Investigating the main features of straight lines: MATHEMATICS How do gradients of parallel or of perpendicular lines compare?
- Investigating concavity, width and displacement in the Cartesian plane of the parabolic curve : MATHEMATICS How is the shape of a parabola affected by the coefficients of its equation?
- The asymptotic behaviour of exponential curves: MATHEMATICS Can the abstract concept of "Intersection to infinity between the curve and its horizontal asymptote" be always extended to the real phenomena the model describes?
- The usage of a spreadsheet as a tool : How can I represent the trend of a formula using the computer?
- PHYSICS (SCIENCES) & MATHEMATICS : Validity of a result: Is the result you get valid?
- PHYSICS (SCIENCES): Independent and dependent variables on a graph. Manipulation of variables. : What variables should I plot on my graph?
PHYSICS (SCIENCES): Best fit line and errors: How can I deduce a relationship from a graph?

Sciences
C: Processing and evaluating
- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Mathematics
A: Knowing and understanding
- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

B: Investigating patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

C: Communicating
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation

D: Applying mathematics in real-life contexts
- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Design
B: Developing ideas
- iii. present the chosen design and justify its selection

C: Creating the solution
- iv. fully justify changes made to the chosen design and plan when making the solution

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation
- Take effective notes in class
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Learning Experiences:
MATHEMATICS
Students will learn
1. to interpret/read given diagrams in abstract settings and in real life contexts;
2. to draw diagrams when the equation is given;
3. to find the equation of the curve when some relevant information is given
4. to deduce the main properties of curves by the mean of mathematical investigation (parabola)
5. to select and apply models to real life problems
DESIGN
Students will learn
1. how to insert effectively data into a spreadsheet
2. how to make different charts using a spreadsheet

PHYSICS
Students will learn
1. to organize and present collected data
2. to figure out gradient and intercept from straight lines and communicate results

Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

IV. Affective skills
- Mindfulness
  - Practise focus and concentration
  - Practise strategies to overcome distractions
- Perseverance
  - Demonstrate persistence and perseverance
- Self-motivation
  - Practise managing self-talk
  - Practise positive thinking
- Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Try new ATL skills and evaluate their effectiveness
- Consider content
  - What did I learn about today?
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- Focus on the process of creating by imitating the work of others
- Keep a journal to record reflections

Learning Experiences:

MATHEMATICS:
Under the teacher’s guidance and supervision, students will learn
1. to keep deadlines
2. to show perseverance when doing mathematical investigations
3. to look for the best solution strategy
4. to reflect about the exactness, accuracy and reliability of their findings
DESIGN
Under the teacher’s guidance and supervision, students will learn to organize correctly their work and the data collected in order to obtain a visual result of a formula.

PHYSICS (SCIENCES)
1. how to collect their data by selecting the appropriate instrument
2. how to organize the collected data
3. to reflect about the validity of their findings

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Interpret data
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations
• Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
• Use models and simulations to explore complex systems and issues
• Identify trends and forecast possibilities

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Create novel solutions to authentic problems
• Apply existing knowledge to generate new ideas, products or processes

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations
• Compare conceptual understanding across multiple subject groups and disciplines
• Make connections between subject groups and disciplines

Learning Experiences:

PHYSICS (SCIENCES)
Students will learn

1. to interpret data of their graphs
2. to explore the physical meaning of the gradient of straight lines
2. to evaluate their results and identify realistic improvements

DESIGN
Students will learn to synthesize complex data and concept into a new understanding through the charts created and to apply their knowledge to find the best solution.

MATHEMATICS
Students will learn to:
use models to understand and interpret sets o data;
reflect about reasonableness of their findings, justifying whether or not they can be accepted as valid answers;
explain and justify the degree of accuracy of their answers;
apply their knowledge and skills to a context which is other than Mathematics (rela life problems in disciplines like Physics, Economics for instance)

MYP Assessment Criteria
Interdisciplinary:
• A: Disciplinary grounding
• B: Synthesizing
MATHEMATICS Disciplinary grounding: a) Geometry in the Cartesian plane; b) Formulae rearrangement to make the Y variable explicit. Disciplinary knowledge: Students can achieve interdisciplinary understanding if a) they can identify the type of the equations in X and Y they are given, and they can also identify the physical quantities these variables refer to (usually: X means TIME, Y means DISTANCE, or SPEED, or ACCELERATION, or something else - population size, for instance - if the context is not a physics-related phenomenon but biology-related one) b) they know the main characteristics the curves they are given the equation of, c) they can draw their diagrams confidently, if they know how to interpret such diagrams Subject specific objectives: a) Knowledge and Understanding about connection between algebra and geometry in the Cartesian plane; b) Communication about concepts moving confidently between different forms of representation; c) Appropriate and meaningful of Application of Mathematics to real life contexts. Relevant related concepts: a) Change (dependent variable changes in relation to the variation of the independent variable); b) Pattern and Model (linear, quadratic and exponential main features); c) Representation (graphs), DESIGN Basic knowledge of Microsoft Excel or similar (Open Office Calc). Students need to identify the correct way to apply the data collected in Mathematics and Science. They will learn different ways of representing the results of their data using the chart properly related to the formula. At the end of the unit students will know how to insert data in a spreadsheet in order to obtain the correct chart.

Orientation in space and time
Age and size of our solar system and universe. The Big Bang theory

Exploration to Develop:
Scale, duration, frequency and variability

Global context

Conceptual Understanding
Models help students to understand understanding changes in celestial bodies, pattern and, ultimately in the Universe

Statement of Inquiry:
As we extend the reach of our observations, we better understand our models of the Universe and celestial bodies and how they change, and so our place in the cosmos, now and then.

Inquiry Questions:
F: What is the difference between a planet and a star?
C: Why are we interested in finding the speed of recession of galaxies?
D: Is the Universe expanding?
F: What is the scale of the Universe and how big are the objects in it?
C: How do forces shape the Universe?
D: How important is to know about the Universe beyond our own planet?

Sciences
A: Knowing and understanding
• i. explain scientific knowledge
• ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
• iii. analyse and evaluate information to make scientifically supported judgments.
• i. explain scientific knowledge
• ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
• iii. analyse and evaluate information to make scientifically supported judgments.

C: Processing and evaluating
• i. present collected and transformed data
• ii. interpret data and explain results using scientific reasoning
• iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
• iv. evaluate the validity of the method
• v. explain improvements or extensions to the method.
• i. present collected and transformed data
• ii. interpret data and explain results using scientific reasoning
• iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
• iv. evaluate the validity of the method
• v. explain improvements or extensions to the method.

ATL

Research
VI. Information literacy skills
• Collect, record and verify data
• Use memory techniques to develop long-term memory
• Present information in a variety of formats and platforms
• Collect and analyse data to identify solutions and make informed decisions
• Process data and report results
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Understand and use technology systems

Learning Experiences:
Unit Title

Students will collect data and process them using excel. Databases will be used as well.

MYP Assessment Criteria

A: Knowing and understanding, C: Processing and evaluating

Knowledge and Skills

The big bang theory, The solar system, Life of a star, Fusion, Stellar distances through different methods

MYP 5: Eng: unit 1: Writing for different purposes
(12 weeks (72 hours))

Authors: Yael Artom, Tania Rondanina, Chiara Colucci

Key Concepts

Communication

Related Concepts

Language acquisition: Phases 3-4
- Context
- Conventions
- Purpose

Language acquisition: Phases 5-6
- Context
- Purpose
- Stylistic choices

Key & Related Concepts

Global context

Personal and cultural expression

Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Different purposes, text types and fields generate different ways of communicating knowledge and ideas. Awareness of conventions helps effective understanding and expression.

Statement of Inquiry:

Effective communication requires awareness of conventions, context and purpose

Inquiry Questions:

F: What are the conventions of different types of writing such as reports and different types of essays?

C: How do context and purpose influence the presentation of ideas and argument?

D: Why do different subjects, contexts, purposes require different types of writing? In what ways does presentation of ideas and knowledge influence communication?

ATL

Language acquisition

A: Comprehending spoken and visual text

- i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations
- ii. interpret conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
• i. analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations
• ii. analyse conventions
• iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
• i. evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
• ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
• iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

B: Comprehending written and visual text
• i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
• ii. interpret basic conventions including aspects of format and style, and author's purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
• i. analyse and draw conclusions from information, main ideas and supporting details
• ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
• iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
• i. evaluate and draw conclusions from information, main ideas and supporting details
• ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
• iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to spoken, written and visual text in a range of familiar and unfamiliar situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
• iii. express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations
• iv. communicate with a sense of audience and purpose.
• i. respond appropriately to spoken, written and visual text in a range of social and some academic situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
• iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
• iv. communicate with a sense of register, purpose and style.
• i. respond appropriately to spoken, written and visual text in a wide range of social and academic situations
• ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
• iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
• iv. communicate with a sense of register, purpose and style.

D: Using language in spoken and/or written form
• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas into a structured text; use a wide range of cohesive devices
• iii. use language to suit the context.
• i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
• ii. organize information and ideas; use a wide range of cohesive devices
• iii. use language to suit the context.
• i. write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique
• ii. organize information and ideas; use a wide range of cohesive devices
• iii. use language to suit the context.

Communication

I. Communication skills
• Give and receive meaningful feedback
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Negotiate ideas and knowledge with peers and teachers
• Share ideas with multiple audiences using a variety of digital environments and media
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Write for different purposes
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media
• Organize and depict information logically
• Structure information in summaries, essays and reports

Social

II. Collaboration skills
• Listen actively to other perspectives and ideas
• Give and receive meaningful feedback

Self-management

III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks
• Use appropriate strategies for organizing complex information
• Select and use technology effectively and productively

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to overcome distractions
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to reduce stress and anxiety
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Demonstrate flexibility in the selection and use of learning strategies
• Try new ATL skills and evaluate their effectiveness
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
- What questions do I have now?
- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
- Focus on the process of creating by imitating the work of others

Research

VI. Information literacy skills
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

VII. Media literacy skills
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources

Thinking

VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Interpret data
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make unexpected or unusual connections between objects and/or ideas
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Generate metaphors and analogies

X. Transfer skills
- Utilize effective learning strategies in subject groups and disciplines
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions

Interdisciplinary:
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

MYP Assessment Criteria

Language acquisition:
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Sciences:
Unit Title

- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups

**Learning Experiences:**

Student will work in groups during lab experiences.

**Self-management**

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information

**Learning Experiences:**

Students will be asked to prepare mind maps outlining functions and main characteristics of each organs.

Students will be asked to reflect on their capability to plan short- and long-term assignments.

**Research**

**VI. Information literacy skills**
- Collect, record and verify data
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Process data and report results

**Learning Experiences:**

Student will perform an simulation experiment to analyze the different density of urine samples: they will collect, process and analyze data.

**Thinking**

**VIII. Critical thinking skills**
- Practise observing carefully in order to recognise problems
- Interpret data
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges

**Learning Experiences:**

During lab activities students will be asked to propose and evaluate solutions for solving specific issues.

---

**MYP Assessment Criteria**

A: Knowing and understanding, B: Inquiring and designing, C: Processing and evaluating

**Knowledge and Skills**

Knowledge: The four main tissues - Digestive system (function, characteristics and secreted fluids of the main organs: mouth, stomach, small and large intestine, liver, gall bladder, pancreas) - Circulatory system (blood, its functions and components; structure of the heart; the three circulations; arteries, veins and capillaries) - Immune system (phagocytes and lymphocytes; antibodies) - Lymphatic system (lymph; lymph nodes; lymphatic vessels) - Excretory system. Skills: analyzing tissue slides with microscope - determining enzymes activity and pH activity in digestive processes - observing osmotic pressure in red blood cells - measuring blood pressure - designing an experiment on heart rate - analysing the density of different samples of urine

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**MYP5: Unit 3: Mathematics:**

Visualizing the information (17 weeks (30 hours))

**Authors:** Paola Franchini, Chiara Colucci, Manuel Monteverde

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**Key & Related Concepts**

**Key Concepts**

**Related Concepts**
Global context

Scientific and technical innovation

Sciences: Finding relationships between mathematics formulas and Physics phenomena students will explore and understand scopes and limits of scientific knowledge.

Mathematics: Understanding the main features of some mathematical models (linear, quadratic and exponential) will enable students to comprehend more in depth real life phenomena in the Sciences settings (applications to Physics, to Biology and Chemistry). They will see how mathematical models can be the laws (rules and principles) that allow scientists to read and interpret natural phenomena, also making predictions about their evolution and changes over time.

Design: Learning how to create charts in order to visualize information using the correct programs.

Exploration to Develop:
Systems, models, methods; products, processes and solutions

Conceptual Understanding

The couple of variables of an experiment changes in a “controlled way” throughout it and the goal of a set of experiments is to find a mathematical relationship between the variables that will make us understand a pattern in Nature.

Statement of Inquiry:

The two variables X and Y change throughout an experiment and the result of the experiment is to find a mathematical relationship between the variables through technology that will make us understand and describe natural phenomena.

Inquiry Questions:

C Relationship between charts and data: MATHEMATICS How is a graph related to a formula?

F Investigating the main features of straight lines: MATHEMATICS How do gradients of parallel or of perpendicular lines compare?

F Investigating concavity, width and displacement in the Cartesian plane of the parabolic curve: MATHEMATICS How is the shape of a parabola affected by the coefficients of its equation?

D The asymptotic behaviour of exponential curves: MATHEMATICS Can the abstract concept of “Intersection to infinity between the curve and its horizontal asymptote” be always extended to the real phenomena the model describes?

C The usage of a spreadsheet as a tool: How can I represent the trend of a formula using the computer?

D PHYSICS (SCIENCES) & MATHEMATICS: Validity of a result: Is the result you get valid?

F PHYSICS (SCIENCES): Independent and dependent variables on a graph. Manipulation of variables. : What variables should I plot on my graph?

C PHYSICS (SCIENCES): Best fit line and errors: How can I deduce a relationship from a graph?

ATL

C: Processing and evaluating
• i. present collected and transformed data
• ii. interpret data and explain results using scientific reasoning
• iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
• iv. evaluate the validity of the method
• v. explain improvements or extensions to the method.

Mathematics
A: Knowing and understanding
• i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
• ii. apply the selected mathematics successfully when solving problems
• iii. solve problems correctly in a variety of contexts

B: Investigating patterns
• ii. describe patterns as general rules consistent with findings
• iii. prove, or verify and justify, general rules.

C: Communicating
• ii. use appropriate forms of mathematical representation to present information
• iii. move between different forms of mathematical representation

D: Applying mathematics in real-life contexts
• i. identify relevant elements of authentic real-life situations
• ii. select appropriate mathematical strategies when solving authentic real-life situations
• iii. apply the selected mathematical strategies successfully to reach a solution
• iv. justify the degree of accuracy of a solution
• v. justify whether a solution makes sense in the context of the authentic real-life situation.

Design
B: Developing ideas
• iii. present the chosen design and justify its selection

C: Creating the solution
• iv. fully justify changes made to the chosen design and plan when making the solution

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use a variety of media to communicate with a range of audiences
• Interpret and use effectively modes of non-verbal communication
• Negotiate ideas and knowledge with peers and teachers
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Understand and use mathematical notation
• Take effective notes in class
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Learning Experiences:

MATHEMATICS
Students will learn
1. to interpret/read given diagrams in abstract settings and in real life contexts;
2. to draw diagrams when the equation is given;
3. to find the equation of the curve when some relevant information is given
4. to deduce the main properties of curves by the mean of mathematical investigation (parabola)
5. to select and apply models to real life problems

DESIGN
Students will learn
1. how to insert effectively data into a spreadsheet
2. how to make different charts using a spreadsheet

PHYSICS
Students will learn

1. to organize and present collected data
2. to figure out gradient and intercept from straight lines and communicate results

**Self-management**

**III. Organization skills**

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Bring necessary equipment and supplies to class
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

**IV. Affective skills**

- Mindfulness
  - Practise focus and concentration
  - Practise strategies to overcome distractions
- Perseverance
  - Demonstrate persistence and perseverance
- Self-motivation
  - Practise managing self-talk
  - Practise positive thinking
- Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

**V. Reflection skills**

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Try new ATL skills and evaluate their effectiveness
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
- Focus on the process of creating by imitating the work of others
- Keep a journal to record reflections

**Learning Experiences:**

**MATHEMATICS:**
Under the teacher’s guidance and supervision, students will learn

1. to keep deadlines
2. to show perseverance when doing mathematical investigations
3. to look for the best solution strategy
4. to reflect about the exactness, accuracy and reliability of their findings

**DESIGN**
Under the teacher’s guidance and supervision, students will learn to organize correctly their work and the data collected in order to obtain a visual result of a formula.

**PHYSICS (SCIENCES)**

1. how to collect their data by selecting the appropriate instrument
2. how to organize the collected data
3. to reflect about the validity of their findings

**Thinking**

**VIII. Critical thinking skills**
- Practise observing carefully in order to recognise problems
- Interpret data
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create novel solutions to authentic problems
- Apply existing knowledge to generate new ideas, products or processes

**X. Transfer skills**
- Apply skills and knowledge in unfamiliar situations
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines

**Learning Experiences:**

**PHYSICS (SCIENCES)**
Students will learn

1. to interpret data of their graphs
2. to explore the physical meaning of the gradient of straight lines
2. to evaluate their results and identify realistic improvements

**DESIGN**
Students will learn to synthesize complex data and concept into a new understanding through the charts created and to apply their knowledge to find the best solution.

**MATHEMATICS**
Students will learn to:
- use models to understand and interpret sets of data;
- reflect about reasonableness of their findings, justifying whether or not they can be accepted as valid answers;
- explain and justify the degree of accuracy of their answers;
- apply their knowledge and skills to a context which is other than Mathematics (real life problems in disciplines like Physics, Economics for instance)

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**Interdisciplinary:**
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

**Sciences:**
- C: Processing and evaluating

**Mathematics:**
- A: Knowing and understanding
MYP 5: Chemistry: Unit 1:
Reactions and quantities
(11 weeks (22 hours))
Authors: Serena Salis, Paola Taddei

Key & Related Concepts

Key Concepts

Scientific and technical innovation

- Sciences: The understanding of relationships between chemical substances leads to the development of powerful technologies, but also to a higher responsibility.

- Exploration to Develop:
  - Systems, models, methods; products, processes and solutions

Related Concepts

- Sciences
  - Consequences
  - Function
  - Interaction

- Physical and health education
  - Function
  - Movement

Global context

Student will learn how to evaluate have to make prediction or evaluation of simple chemical reactions. Therefore, they will investigate which impact could have a lack of controls or a superficial approach to complex production process on health and on environment. In the end they’ll reflex on ethical aspects of illegal production and traffic of active substances and counterfeit food.

Conceptual Understanding

Statement of Inquiry

Statement of Inquiry:
Studying the chemical interactions between substances and their functions on living organism, human being has developed complex chemical processes, leading to substances that can cure and sustain our lives. The relationships between those substances, living organisms and environment has to be studied in depth and the processes leading to their production has to be carefully controlled. In fact, the consequences of a superficial approach could produce huge damages on heath or on environment, as it’s already happened in the past.

Inquiry Questions:

C: The understanding chemical processes have lead to new tecnological processes. This powerful knowledge has shadows and lights: How the interaction between chemical substances can be used to develop new tecnological processes?

D: Development of new products leads to new issues that needs to be considered in order to prevent negative effects on human health caused by them: What is the role of International bodies in development of laws and ethical protocols to control the impact of new tecnologies? Do we need them?

E: Can we predict the amount of a producit knowing the amount of reactant and the system conditions?

F: Can we evaluate the effectiveness of a process studying the it’s outcomes?

Thinking

VIII. Critical thinking skills
- Interpret data
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives

X. Transfer skills
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Make connections between subject groups and disciplines

Learning Experiences:

Lab activities
Evaluation of collected data
Debating differences between legal and illegal substances, consequences of illegal substances use on our health and ethical aspects related to illegal substances traffic.

MYP Assessment Criteria

 Sciences:
- A: Knowing and understanding
- C: Processing and evaluating

Knowledge and Skills
How to balance a reaction, state of matter, Moles, proportions (math)

MYP5: Physics: Unit 2: Electricity and Magnetism
(16 weeks (32 hours))
Authors: Chiara Colucci

Key & Related Concepts

Key Concepts
- Systems

Scientific and technical innovation

Global context

Exploration to Develop:
Modernization, industrialization and engineering
## Conceptual Understanding

The development of electrical systems has defined the modern world and made new futures possible.

### Statement of Inquiry:

Scientists have worked out laws to shape how proximity affects influence in systems of charges that explain many common applications.

### Inquiry Questions:

- **F**: What are the systems of charges?
- **C**: How can proximity affect the behaviour of systems of charges?
- **D**: To what extent are these discoveries useful?
- **C**: How are they linked to the spread of electricity through bodies?

### Communication

#### I. Communication skills

- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Share ideas with multiple audiences using a variety of digital environments and media

#### Learning Experiences:

Students will learn Excel and will process data through it.

### ATL

#### Self-management

#### III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Bring necessary equipment and supplies to class

#### IV. Affective skills

- Self-motivation
  - Practise managing self-talk
  - Practise positive thinking

#### V. Reflection skills

- Try new ATL skills and evaluate their effectiveness

### MYP Assessment Criteria

**A: Knowing and understanding, B: Inquiring and designing**

### Knowledge and Skills

- Static electricity
- Definition of current and potential difference in a circuit
- Instruments in circuits and useful symbols
- Ohm’s laws
- Parallel and Series Circuits
- Switches and relais
- Magnetic properties
- Currents and magnetism
- Lorentz force
- The transformer, the motor and the generator
- Mains
- Use of Microsoft Excel to process data in tables and to present data through graphs of lines

### Electricity (4 weeks (78 hours))

#### Authors:

## Conceptual Understanding

### ATL

#### Thinking

### MYP Assessment Criteria

Current Electricity: Current electricity is the movement of charges and a form of energy. Electric current can be transformed to other types of energy (light, heat, sound, motion). Discriminate between voltage, resistance, and current. • Electric Circuits: Electric energy is transferred from place to place in a circuit. Not all circuits function the same way, or function at all. Fuses and circuit breakers are safety features built into household circuits. • Electric Power: Compare the energy used by common household appliances and how they
transform electrical energy to other forms of energy. Read and understand bills from an electric company.

**MYP 5: Chemistry: Unit 2: Bonding, chemical transformations and energy (12 weeks (20 hours))**

**Authors:** Serena Salis

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### Key & Related Concepts

**Key Concepts**
- Change

**Related Concepts**
- Sciences
  - Energy
  - Transformation

---

### Global context

**Scientific and technical innovation**

*Exploration to Develop:* Systems, models, methods; products, processes and solutions
Opportunity, risk, consequences and responsibility

---

### Conceptual Understanding

Through the study of how atoms interact with each other through bonding we build new materials but also find new approaches to old issues. Moreover, energy is always involved in chemical transformations and this is very important because leads to the development of batteries, renewable energy sources, but also thermal pollution of lakes and rivers.

### Statement of Inquiry:

*Chemical processes are complex transformations of molecules and atoms, interacting with each other building new compounds. We can predict and control many of aspects of these transformations, building new materials but also more efficient and sustainable industrial processes. Moreover, energetic aspects of transformations leads to the development of batteries, renewable energy sources, but also thermal pollution of lakes and rivers.*

**Inquiry Questions:**

- **F**: How can I predict the type of interaction between atoms?
- **C**: Why atoms are interacting with each other through different types of bonds?
- **D**: How the study of molecular and the energetic aspects of a chemical processes is useful for us?

---

### ATL Sciences

**A: Knowing and understanding**
- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

**B: Inquiring and designing**
- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

**C: Processing and evaluating**
- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
• iv. evaluate the validity of the method
• v. explain improvements or extensions to the method.

Communication
I. Communication skills
• Write for different purposes
• Understand and use mathematical notation
• Paraphrase accurately and concisely

Learning Experiences:
Lab activity and lab report

Self-management
III. Organization skills
• Keep an organized and logical system of information files/notebooks
• Use appropriate strategies for organizing complex information

IV. Affective skills
• Perseverance
  - Demonstrate persistence and perseverance

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning

Research
VI. Information literacy skills
• Collect, record and verify data
• Make connections between various sources of information
• Process data and report results

<table>
<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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<tr>
<td>A: Knowing and understanding, B: Inquiring and designing, C: Processing and evaluating</td>
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<tr>
<td>Knowledge: bond types, predict bond type in molecules when elements interact with each others, understand how to build an easy molecule, calculate enthalpy change of reaction using bond enthalpies , Skills: Design an experiment, use software to make tables, process data and plot graphs(excel and open-office), Analyze outcomes using scientific explanations, process and transform properly data from a database</td>
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MYP5: Biology: Unit 2: Genetics and heredity.
(10 weeks (20 hours))
Authors: Monica Stauder

<table>
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<th>Key Concepts</th>
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<td>Sciences</td>
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<td>Relationships</td>
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<td>• Models</td>
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<td>• Patterns</td>
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Identities and relationships

Global context
Exploration to Develop:
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding
Our identity and relationships with other people are determined by genetic factors. Patterns of inheritance are explained by using models.

Statement of Inquiry
Statement of Inquiry:
Your identity and relationships with other people are determined by genetic factors: scientific evidence has led to models that help to understand observed patterns of inheritance.

**Inquiry Questions:**

- **C**: Why is each one of us considered a "recombinant being"?
- **F**: What is a genetic mutation?
- **D**: What are the negative and positive implications of the prenatal diagnosis of Down syndrome?
- **F**: What are mitosis and meiosis?
- **C**: Why is crossing over important for genetic variation?

---

**Sciences**

**A: Knowing and understanding**
- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

**D: Reflecting on the impacts of science**
- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

---

**Communication**

**I. Communication skills**
- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Interpret and use effectively modes of non-verbal communication

---

**Social**

**II. Collaboration skills**
- Build consensus
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute

---

**ATL**

**Learning Experiences:**

Students will work in groups in the lab and to create a code for delivering information by using another language.

---

**Research**

**VI. Information literacy skills**
- Present information in a variety of formats and platforms
- Understand and use technology systems
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

**VII. Media literacy skills**
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

**Learning Experiences:**

Students will write an assay on Down syndrome prenatal screening by using network information.

---

**Thinking**

**VIII. Critical thinking skills**
- Gather and organize relevant information to formulate an argument
Unit Title

- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create original works and ideas; use existing works and ideas in new ways

**X. Transfer skills**
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Combine knowledge, understanding and skills to create products or solutions

**Learning Experiences:**

Students will reflect on the consequences of Down syndrome prenatal screening and diagnosis.

Students will design an experiment working in team for extracting DNA from vegetal tissues.

---

**MYP Assessment Criteria**

| A: Knowing and understanding, D: Reflecting on the impacts of science |
|---|---|
| **Knowledge and Skills** |
| Knowledge: GENETICS: DNA as the information code - Chromosomes - Genes and alleles - Mitosis and meiosis and formation of recombinants - Mutations. HEREDITY: Dominant and recessive - Codominance - AB0 blood group - Down syndrome. Skills: DNA extraction procedure - Design of an experiment to study the effect of a variable on DNA extraction from plant tissue - Observation of mitosis in onion tip cells - Detecting genetic diseases matching karyotypes -Inventing a code for delivering information by using a different language. Relationship between the knowledge acquired and a CAS-Service activity: "CEPIM DAY" |

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**MYP5: Physics: Unit 3: How can we communicate?**

(12 weeks (16 hours))

Authors: Chiara Colucci

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**Key & Related Concepts**

<table>
<thead>
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<tr>
<td>Communication</td>
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<tr>
<td>Global interaction</td>
<td>• Energy</td>
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**Global context**

- **Globalization and sustainability**
  - Exploration to Develop: Human impact on the environment Urban planning, strategy and infrastructure

**Conceptual Understanding**

- Global interaction is an essential ingredient to understand patterns behind certain phenomena as the transfer of energy through wave motion and to find relationships between science and environment.

**Statement of Inquiry:**

- Global interaction is an essential ingredient to understand patterns behind certain phenomena as the transfer of energy through wave motion and to find relationships
between science and environment. As a consequence humanity will develop strategies to better live our environment.

**Inquiry Questions:**

- **F**: How do we measure a wave?
- **F**: What are sound and light?
- **F**: What kind of wave is a tsunami?
- **C**: How does wave motion differ from other kinds of motion?
- **C**: Where is the kinetic energy in wave motion?
- **C**: How does our experience of waves affect the way we cope with a tsunami?
- **D**: To what extent have improved our knowledge of waves helps us in contrasting tsunami?

---

**ATL**

**Sciences**

**C: Processing and evaluating**

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method

**Communication**

**I. Communication skills**

- Read a variety of sources for information and for pleasure
- Use and interpret a range of discipline-specific terms and symbols
- Take effective notes in class
- Make effective summary notes for studying
- Structure information in summaries, essays and reports

---

**MYP Assessment Criteria**

**Sciences:**

- A: Knowing and understanding
- C: Processing and evaluating

---

**Knowledge and Skills**

Students will:
- Find out which waves are affecting us and how: Definition of period and frequency Representing waves and definition of wavelength Wave speed formula and its application to tsunami
- Wave phenomena: Reflection (through practical activities) Refraction - Wave energy can be destructive and how we can contain the risks associated with it Lab work on tsunami - The usage of microwave oven and the measurement of the speed of light Lab work on measuring the speed of light using a chocolate bar

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**Water (6 weeks (30 hours))**

**Authors:** Serena Salis, Paolo Carta

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**Conceptual Understanding**

**ATL Communication**

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**MYP Assessment Criteria**

**Knowledge and Skills**

How to select the variables of a system: independent, dependent, controlled. How to plan an experiment How to work out number of moles
## MYP 5: Chemistry: Unit 3: pH
(8 weeks (12 hours))
**Authors:** Serena Salis

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<th>Conceptual Understanding</th>
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### Universal language
(4 weeks (22 hours))
**Authors:** Paolo Carta, Tania Rondanina, Donna Lee Perez, Serena Salis

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<th>ATL</th>
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<th>Knowledge and Skills</th>
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### Behave Yourself
(4 weeks (22 hours))
**Authors:** Paolo Carta, Serena Salis

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<th>Conceptual Understanding</th>
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### Radioactivity (5 weeks (10 hours))
**Authors:**

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**Knowledge and Skills**

Radioactivity. Atomic and nuclear models review (a) Atomic model (b) Nucleus (c) Isotopes
(a) Detection of radioactivity - show awareness of the existence of background radiation - describe the detection of α-particles, β-particles and γ-rays (β+ is also included) (b) Characteristics of the three kinds of emission - state that radioactive emissions occur randomly over space and time - state, for radioactive emissions: (i) their nature (ii) their relative ionising effects (iii) their relative penetrating abilities (c) Radioactive decay - state the meaning of radioactive decay, using equations (involving words or symbols) to represent changes in the composition of the nucleus when particles are emitted (d) Half-life - use the term half-life in simple calculations which might involve information in tables or decay curves (e) Safety precautions - describe how radioactive materials are handled, used and stored in a safe way
MYP5: Biology: Unit 3: How have different forms of life arisen?
(3 weeks (6 hours))
Authors: Monica Stauder

Key Concepts
- Change

Related Concepts
- Sciences
- Environment
- Interaction

Global context
- Globalization and sustainability

Conceptual Understanding
Species change over time through interactions with their environment.

Statement of Inquiry:
Species change over time through interactions with their environment: the evolution of humans has impacted global biodiversity in ways that may not be sustainable.

Inquiry Questions:
F: What effects do genetic mutations have on the survival of species?
C: What occurs during the process of natural selection?
C: How have changes in the habitat let to the development of new species?
D: To what extent have humans and their lifestyles driven the evolution of other species?

ATL

VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Evaluate evidence and arguments

IX. Creative thinking skills
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes

MYP Assessment Criteria

Sciences:
- A: Knowing and understanding
- D: Reflecting on the impacts of science

Knowledge and Skills
Topics: Evolution, natural selection, speciation, biodiversity

Chinese (MYP 5)

Unit Title

AI WEIWEI (10 weeks (20 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Key Concepts
- Aesthetics
- Communication

Related Concepts
- Language acquisition: Phases 1-2
- Meaning
- Message
- Word choice

Global context
- Personal and cultural expression
Unit Title

Chinese: l’espressione delle proprie idee, convinzioni rispetto alla libertà individuale e al lavoro di ai weiwei

Exploration to Develop:
Artistry, craft, creation, beauty
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding

Statement of Inquiry:
le forme della comunicazione

Inquiry Questions:
C la lingua e l’espressione del pensiero: come ai weiwei riesce a comunicare il suo pensiero?

Language acquisition
C: Communicating in response to spoken and/or written and/or visual text
• i. use phrases to communicate ideas, feelings and information in familiar situations
D: Using language in spoken and/or written form
• i. use language to suit the context.

ATL

Communication
I. Communication skills
• Give and receive meaningful feedback
• Interpret and use effectively modes of non-verbal communication

Learning Experiences:
attraverso l’analisi delle opere di ai weiwei e il suo lavoro concettuale, gli studenti dovranno creare degli slogan e delle frasi con i quali comunicare in modo analogo a quello dell’artista il proprio pensiero

MYP Assessment Criteria

Interdisciplinary:
• A: Disciplinary grounding
• C: Communicating

Language acquisition:
• C: Communicating in response to spoken and/or written and/or visual text
• D: Using language in spoken and/or written form

Knowledge and Skills

. il lavoro e l’opera di ai weiwei . la censura in cina . la comunicazione attraverso i media cinesi . pechino e il quartiere dell’arte 798 . la funzione della comunicazione e le situazioni sociali in cina e nel mondo (italia) . vocaboli HSk1 . complemento di mezzo . complemento di compagnia . le costruzioni preposizionali . i potenziali e i risultativi principali . la traduzione del testo cinese

MYP5 UNIT HSK1-2
(36 weeks (142 hours))
Authors: Pier Giorgio Giraudo

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills
### MYP5 HSK 一级与中国的考试

**Unit Title:** MYP5 HSK 一级与中国的考试  
**Authors:** Chiara Bucci, Pier Giorgio Giraudo  
**Duration:** 3 weeks (12 hours)**

#### Key & Related Concepts

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<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Logic</td>
<td>Language acquisition: Phases 1-2</td>
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<tr>
<td></td>
<td>• Meaning</td>
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<td></td>
<td>• Patterns</td>
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<td>• Structure</td>
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#### Global context

- **Identities and relationships**
- **Exploration to Develop:**
  - Competition and cooperation; teams, affiliation and leadership

#### Conceptual Understanding

**Statement of Inquiry:**

**Inquiry Questions:**

- Come prepararsi ad un esame di livello in cinese: Come riesco a prepararmi per un esame di valutazione HSK?

**MYP Assessment Criteria**

- **A:** Comprehending spoken and visual text, **B:** Comprehending written and visual text

**Knowledge and Skills**


### MYP5 IL GENIO DELLA CINA 中国的天才

**Unit Title:** MYP5 IL GENIO DELLA CINA 中国的天才  
**Authors:** Pier Giorgio Giraudo, Chiara Bucci  
**Duration:** 4 weeks (16 hours)**

#### Key & Related Concepts

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<th>Key Concepts</th>
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<tbody>
<tr>
<td>Culture</td>
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#### Global context

- **Orientation in space and time**

#### Conceptual Understanding

**Statement of Inquiry:**

**Inquiry Questions:**

- Le grandi scoperte cinesi e il loro impatto: Come le grandi scoperte cinesi hanno cambiato in nostro modo di vivere?

**MYP Assessment Criteria**

- **C:** Communicating in response to spoken and/or written and/or visual text, **D:** Using language in spoken and/or written form

**Knowledge and Skills**

- le grandi invenzioni della Cina: carta, caratteri mobili, bussola, polvere da sparo. la storia della Cina suddivise in dinastie; l’idea ciclica di 天命; esprimere temporalità 以前, 以后, 的时候。 imparare ad esprimere un’opinione. 这
MYP5 la diaspora cinese
(8 weeks (24 hours))
Authors: Pier Giorgio Giraudo, Chiara Bucci

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills
La comunità cinese in Italia: storia generale e storie personali (Yang Shi) Pratiche e abitudini a confronto: l’integrazione possibile. L’idea di famiglia, lo stare insieme, lo stare a tavola: il capodanno come momento di riunione “ad ogni costo”, come festeggiare il compleanno, regali da fare e da non fare: 中国新年, 团圆节, 月饼, 寿面, 红包, 年年有鱼, 生日快乐, 送礼物, 手表。 Mezzi di trasporto 做飞机, 做火车, 骑摩托车, 自行车。 parlarsi a distanza

RECUPERO FAVARO
(36 weeks (2 hours))
Authors: Pier Giorgio Giraudo

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

Behaviour (36 weeks)
Authors: Pier Giorgio Giraudo

Conceptual Understanding

MYP Assessment Criteria

Knowledge and Skills

Chinese traditional medicine: a cultural adventure for health
(1 week)
Authors: Pier Giorgio Giraudo

Conceptual Understanding

ATL 🍁 Communication

MYP Assessment Criteria

Knowledge and Skills
Traditional Chinese 推拿 tuina and 按摩 anmo massage technique. Reflection in class /gym on how these techniques could be used in everyday life. Also including an overview on Chinese health eyes massage 眼睛保健
Unit Title

SISTEMI SOCIALI E REGOLE SCOLASTICHE
(10 weeks (20 hours))
Authors: Pier Giorgio Giraudo

Key Concepts

- Identity
- Relationships

Related Concepts

- Language acquisition: Phases 1-2
  - Form
  - Message
  - Purpose
  - Structure

Global context

Globalization and sustainability
come i sistemi sociali possono interferire nell'ambiente e nella vita sociale con l'utilizzo di determinate regole comportamentali

Exploration to Develop:
Population and demography
Urban planning, strategy and infrastructure

Conceptual Understanding

come la lingua e i sistemi sociali influenzino il pensiero e la vita quotidiana della persone. 

differenze tra i paesi: cina e italia a confronto. sistemi scolastici a confronto.

Statement of Inquiry:

le regole come espressione di sistemi culturali

Inquiry Questions:

diverse culture e regole comportamentali: come gli usi culturali influenzano il nostro modo di relazionarci con gli altri?

Communication

I. Communication skills

- Interpret and use effectively modes of non-verbal communication

Learning Experiences:

il dibattito sulle diverse regole scolastiche , utilizzando le regole grammaticali studiate nella unit, permette allo studente di sperimentare il proprio cinese in nuovi ambiti:sperimentando le regole, sperimenta nuovi percorsi linguistici e la capacità d'interpretarli

Thinking

MYP Assessment Criteria

B: Comprehending written and visual text, D: Using language in spoken and/or written form

Knowledge and Skills

. analisi dei sistemi scolastici cinesi . academic honesty e altri valori nelle due culture a confronto . la vita degli studenti cinesi . la società cinese nelle sua varie sfaccettature . le città cinesi . il vocabolario HSK2 . il complemento di grado . il complemento direzionale . la descrizione degli spazi attraverso i localizzatori. uso e struttura dei localizzatori

Leprosy in China and Italy.
(2 weeks)
Authors: Pier Giorgio Giraudo

Conceptual Understanding

ATL
### MYP5 WELLNESS ALLA CINESE

**Unit Title:** MYP5 WELLNESS ALLA CINESE  
**Duration:** 8 weeks (30 hours)  
**Authors:** Pier Giorgio Giraudo, Chiara Bucci

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<tr>
<th>Conceptual Understanding</th>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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<tbody>
<tr>
<td>Lo sport nelle varie declinazioni</td>
<td>Cosa spinge una comunità ad abbandonare il proprio territorio?</td>
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<tr>
<td>Cultura: cerimonia di apertura Beijing 2008</td>
<td>Inquiry Questions:</td>
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<tr>
<td>Mangiare sano:</td>
<td>cosa spinge una comunità ad abbandonare il proprio territorio?</td>
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<tr>
<td>Cultura bevande tradizionali</td>
<td>le comunità cinesi in Italia e nella nostra città: chi sono i cinesi che vivono in Italia?</td>
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<td>VS bevande alla moda</td>
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<td>Vestirsi bene per non ammalarsi:</td>
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### COS'è LA DIASPORA CINESE?

**Unit Title:** COS'è LA DIASPORA CINESE  
**Duration:** 15 weeks (24 hours)  
**Authors:** Pier Giorgio Giraudo

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td><strong>Key Concepts</strong></td>
<td>Language acquisition: Phases 1-2</td>
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<tr>
<td>Communities</td>
<td>• Context</td>
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<tr>
<td>Identity</td>
<td>• Conventions</td>
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<td>• Structure</td>
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<tr>
<th><strong>Global context</strong></th>
<th>Exploration to Develop:</th>
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<tbody>
<tr>
<td>Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange</td>
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<tr>
<th>Conceptual Understanding</th>
<th>Statement of Inquiry:</th>
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<tr>
<td>cosa spinge una comunità ad abbandonare il proprio territorio?</td>
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<th>Inquiry Questions:</th>
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<td>le comunità cinesi in Italia e nella nostra città: chi sono i cinesi che vivono in Italia?</td>
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<tr>
<th><strong>Research</strong></th>
<th>VI. Information literacy skills</th>
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<tbody>
<tr>
<td>• Collect, record and verify data</td>
<td></td>
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<tr>
<td>• Make connections between various sources of information</td>
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<tr>
<th><strong>ATL</strong></th>
<th>VII. Media literacy skills</th>
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<tbody>
<tr>
<td>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</td>
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<tr>
<td>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</td>
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<th><strong>Learning Experiences:</strong></th>
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<tr>
<td>gli studenti dovranno indagare la storia delle comunità locali facendo delle interviste e raccogliendo i dati necessari sull’origine della comunità locale e di quelle in Italia</td>
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### Communication
MYP 5: Eng: unit 1: Writing for different purposes
(12 weeks (72 hours))
Authors: Yael Artom, tania rondonina, Chiara Colucci

### Key & Related Concepts

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<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Language acquisition: Phases 3-4</td>
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<td>• Context</td>
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<td>Language acquisition: Phases 5-6</td>
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<td>• Context</td>
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<td>• Purpose</td>
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<td>• Stylistic choices</td>
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**Global context**

*Exploration to Develop:*
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

**Conceptual Understanding**

Different purposes, text types and fields generate different ways of communicating knowledge and ideas. Awareness of conventions helps effective understanding and expression.
Statement of Inquiry:
Effective communication requires awareness of conventions, context and purpose

Inquiry Questions:

F: What are the conventions of different types of writing such as reports and different types of essays?
C: How do context and purpose influence the presentation of ideas and argument?
D: Why do different subjects, contexts, purposes require different types of writing? In what ways does presentation of ideas and knowledge influence communication?

[ATL Language acquisition]

A: Comprehending spoken and visual text

• i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations
• ii. interpret conventions
• iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
• i. analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations
• ii. analyse conventions
• iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
• i. evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
• ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
• iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

B: Comprehending written and visual text

• i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
• ii. interpret basic conventions including aspects of format and style, and author's purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
• i. analyse and draw conclusions from information, main ideas and supporting details
• ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
• iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
• i. evaluate and draw conclusions from information, main ideas and supporting details
• ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
• iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

C: Communicating in response to spoken and/or written and/or visual text

• i. respond appropriately to spoken, written and visual text in a range of familiar and unfamiliar situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
• iii. express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations
• iv. communicate with a sense of audience and purpose.
• i. respond appropriately to spoken, written and visual text in a range of social and some academic situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
• iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
• iv. communicate with a sense of register, purpose and style.
• i. respond appropriately to spoken, written and visual text in a wide range of social and academic situations
• ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
• iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
• iv. communicate with a sense of register, purpose and style.

D: Using language in spoken and/or written form
• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas into a structured text; use a wide range of cohesive devices
• iii. use language to suit the context.
• i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
• ii. organize information and ideas; use a wide range of cohesive devices
• iii. use language to suit the context.
• i. write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique
• ii. organize information and ideas; use a wide range of cohesive devices
• iii. use language to suit the context.

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Negotiate ideas and knowledge with peers and teachers
• Share ideas with multiple audiences using a variety of digital environments and media
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Write for different purposes
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media
• Organize and depict information logically
• Structure information in summaries, essays and reports

Social
II. Collaboration skills
• Listen actively to other perspectives and ideas
• Give and receive meaningful feedback

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Bring necessary equipment and supplies to class
• Keep an organized and logical system of information files/notebooks
• Use appropriate strategies for organizing complex information
• Select and use technology effectively and productively

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
  - Practise strategies to overcome distractions
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to reduce stress and anxiety
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Demonstrate flexibility in the selection and use of learning strategies
• Try new ATL skills and evaluate their effectiveness
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?
• Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
• Focus on the process of creating by imitating the work of others

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Present information in a variety of formats and platforms
• Collect and analyse data to identify solutions and make informed decisions
• Process data and report results
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
• Understand the impact of media representations and modes of presentation
• Seek a range of perspectives from multiple and varied sources

Thinking
VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Interpret data
• Recognise and evaluate propositions
• Draw reasonable conclusions and generalizations
• Test generalizations and conclusions
• Consider ideas from multiple perspectives
• Develop contrary or opposing arguments

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Make unexpected or unusual connections between objects and/or ideas
• Apply existing knowledge to generate new ideas, products or processes
• Create original works and ideas; use existing works and ideas in new ways
Unit Title

- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Generate metaphors and analogies

X. Transfer skills
- Utilize effective learning strategies in subject groups and disciplines
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions

Interdisciplinary:
- A: Disciplinary grounding
- B: Synthesizing
- C: Communicating
- D: Reflecting

Language acquisition:
- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

Sciences:
- C: Processing and evaluating
- D: Reflecting on the impacts of science


extra (1 week (80 hours))
Authors: Yael Artom

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

MYP 5: Eng: unit 2:Global and Diverse (12 weeks (60 hours))
Authors: Yael Artom, tania rondonina, Ilaria Caputo

Key Concepts
- Language acquisition: Phases 5-6
  - Audience

Key & Related Concepts

Relationships
Global context

**Personal and cultural expression**

**Exploration to Develop:**
- Products, systems and institutions
- Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Global actions affect local communities, cultures and ecosystems. The way in which reality, values and beliefs are communicated have consequences on people’s relationships, attitudes, ideas and behaviours.

Statement of Inquiry:

Global actions affect local communities, cultures and ecosystems. The way in which reality, values and beliefs are communicated have consequences on people’s relationships, attitudes, ideas and behaviours.

**Inquiry Questions:**

- F: What is globalisation? What does it involve? What are the consequences of global phenomena?
- C: How does change affect local communities, cultures and ecosystems? How do global changes and the way in which reality is constructed influence people’s relationships, attitudes, ideas and behaviours?
- D: To what extent can there be a local dimension in a global world?

**Language acquisition**

A: Comprehending spoken and visual text

- i. evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
- iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

B: Comprehending written and visual text

- i. evaluate and draw conclusions from information, main ideas and supporting details
- ii. interpret the author’s choice of style, format and ideas to suit an intended audience and purpose
- iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

C: Communicating in response to spoken and/or written and/or visual text

- i. respond appropriately to spoken, written and visual text in a wide range of social and academic situations
- iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
- iv. communicate with a sense of register, purpose and style.

D: Using language in spoken and/or written form

- i. write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique
- ii. organize information and ideas; use a wide range of cohesive devices

Communication

I. Communication skills
• Use intercultural understanding to interpret communication
• Use appropriate forms of writing for different purposes and audiences
• Negotiate ideas and knowledge with peers and teachers
• Collaborate with peers and experts using a variety of digital environments and media
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Write for different purposes
• Preview and skim texts to build understanding
• Take effective notes in class
• Make effective summary notes for studying
• Structure information in summaries, essays and reports

Social
II. Collaboration skills
• Practise empathy
• Take responsibility for one’s own actions
• Listen actively to other perspectives and ideas
• Give and receive meaningful feedback

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Plan strategies and take action to achieve personal and academic goals
• Bring necessary equipment and supplies to class
• Use appropriate strategies for organizing complex information
• Select and use technology effectively and productively

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Resilience
  - Practise dealing with change

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Process data and report results
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Use critical literacy skills to analyse and interpret media communications
• Create references and citations, use footnotes/endnotes and construct abibliography according to recognised conventions

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)
• Understand the impact of media representations and modes of presentation
• Seek a range of perspectives from multiple and varied sources

Thinking
VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Recognise unstated assumptions and bias
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations
• Revise understanding based on new information and evidence
• Consider ideas from multiple perspectives
• Develop contrary or opposing arguments

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Consider multiple alternatives, including those that might be unlikely or impossible
• Make unexpected or unusual connections between objects and/or ideas
• Apply existing knowledge to generate new ideas, products or processes
• Pracitise flexible thinking — develop multiple opposing, contradictory and complementary arguments
• Generate metaphors and analogies

X. Transfer skills
• Apply skills and knowledge in unfamiliar situations
• Inquire in different contexts to gain a different perspective
• Change the context of an inquiry to gain different perspectives

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

MYP 5: Eng: unit 3: conflicts
(12 weeks (80 hours))
Authors: Yael Artom, tania rondanina, Nicole Bender, Maria Isabel (Maribel) Sanchez | Maribel

Key Concepts
Communication

Related Concepts
Language acquisition: Phases 5-6
• Argument
• Audience
Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts. For example, different points of view become convincing arguments when appropriate stylistic choices are made for the purposes of persuasion.

**Statement of Inquiry:**
Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts.

**Inquiry Questions:**

- **F:** What is a conflict? What types of conflicts are there?
- **C:** How do people express feelings and ideas about conflicts?
- **D:** Should writers take sides? Why? What are the unexpected results of conflicts?

**Social**

**II. Collaboration skills**
- Practise empathy
- Help others to succeed
- Listen actively to other perspectives and ideas
- Advocate for one’s own rights and needs

**Learning Experiences:**
Les élèves devront prendre position et défendre un point de vue donc aussi écouter les opinions des autres et se mettre à leur place.

**MYP Assessment Criteria**

**Language acquisition:**
- **C:** Communicating in response to spoken and/or written and/or visual text
- **D:** Using language in spoken and/or written form

**Knowledge and Skills**
- Recherches sur certains aspects de la première et de la seconde guerre mondiale, guerre d'Algérie, guerre d'Indochine...
- Poésies de Prévert (Barbara, Familiales), Eluard (Liberté), Boris Vian (Le déserteur)
- Roman: Le silence de la mer de Vercors...
- L'engagement politique et social, la citoyenneté, les institutions, l'intolérance (Tahar Ben Jelloun), Greene, Graham.
- *Conflict in literature WWI poetry imagery appeal to senses structure characterization in plays: register, style, diction, action and reaction conflict resolution, Rhetoric and the language of persuasion*
Key Concepts

Personal and cultural expression

Global context: Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

Statement of Inquiry:

C: How should I approach comparative analysis of texts?

ATL

Knowledge and Skills

MYP Assessment Criteria

ALL UNITS (1 week)

Authors: tania rondonina

French (MYP 5)

Unit Title

Une conscience écolo (13 weeks)

Authors: Chiara Lanciano

Key Concepts

Globalization and sustainability

Global context: Exploration to Develop:
Human impact on the environment

Conceptual Understanding

Penser au monde qui nous entoure requiert de la réflexion, de l’empathie et la volonté de transmettre aux autres le message que l’écologie concerne chacun de nous
Aux problèmes d'environnement mondiaux, des solutions créatives et innovantes pour offrir une vie meilleure à toutes les créatures vivantes qui partagent la planète Terre!

Inquiry Questions:

E : Quelle responsabilité avons-nous de protéger et sauvegarder la planète Terre? Qu’est-ce que la pollution? qu’est-ce que la biodiversité? Qu’est-ce que le "développement durable"?

C : Comment aborder nos problèmes environnementaux? "Demain, tu feras le monde": penses-tu avoir une influence sur le monde de demain?

D : Dans quelle mesure chaque être humain sur la planète est-il responsable du bien être de la Terre? Dans quelle mesure l’activité humaine influence-t-elle les changements climatiques et environnementaux et dans quelle mesure ces problèmes environnementaux ...

Research

VI. Information literacy skills
- Collect, record and verify data
- Access information to be informed and inform others

Thinking

VIII. Critical thinking skills
- Practise observing carefully in order to recognise problems
- Evaluate evidence and arguments

B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Lessico: l’ambiente naturale, gli animali, i problemi legati all’ambiente, la protezione dell’ambiente, le fonti di energia, Comunicazione: descrivere un animale, esprimere un divieto o un obbligo, esprimere il dubbio, una certezza, una necessità, Grammatica: il congiuntivo presente, l’infinito, la forma impersonale, il participio presente e il gerundio, i verbi résoudre e éteindre, Metodologia/ Cultura: la Francia e le sue sfide ecologiche, lo sviluppo sostenibile, analizzare un documento storico, TEST D’INGRESSO: futur simple, conditionnel présent, pronoms démonstratifs, passif, le passé composé, l’imparfait, le plus-que-parfait, le discours indirect

Internet et les ados
(11 weeks (44 hours))

Authors: Chiara Lanciano

Key Concepts
Communication

Related Concepts
Language acquisition: Phases 3-4
- Audience
- Empathy
- Message
- Point of view

Global context

Scientific and technical innovation

Exploration to Develop:
Opportunity, risk, consequences and responsibility

Conceptual Understanding

Statement of Inquiry
Statement of Inquiry:
Internet peut transformer et améliorer la qualité de vie et modifier les loisirs des jeunes. Il peut également avoir des répercussions positives et négatives sur les compétences de communication.

**Inquiry Questions:**

- **E:** Quel usage fais-je d'Internet ? Quand est-ce que j'utilise Internet ? Combien d'heures est-ce que je passe en ligne ? En quoi Internet améliore-t-il ma communication avec mon environnement social ? Comment internet a changé mes loisirs ?
- **C:** Dans quelle mesure les loisirs des jeunes ont-ils changé ? l'utilisation d'Internet et la participation aux médias sociaux offrent-elles aux jeunes des avantages plus importants qui s’étendent à leur vision d’eux-mêmes, de la communauté et du monde ?
- **D:** L'influence qu’exerce Internet dans la vie des jeunes est dictée par les choix qu’ils font lorsqu’ils sont en ligne. Le potentiel d’Internet est-il illimité ? Internet comporte-t-il plus d’avantages que d’inconvénients ?

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**Language acquisition**

**A: Comprehending spoken and visual text**
- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**B: Comprehending written and visual text**
- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing

**C: Communicating in response to spoken and/or written and/or visual text**
- i. respond appropriately to spoken, written and visual text in a range of familiar and unfamiliar situations
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- iii. express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations
- iv. communicate with a sense of audience and purpose.

**D: Using language in spoken and/or written form**
- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas into a structured text; use a wide range of cohesive devices
- iii. use language to suit the context.

**Communication**

**I. Communication skills**
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences

**Social**

**II. Collaboration skills**
- Use social media networks appropriately to build and develop relationships
- Help others to succeed

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**MYP Assessment Criteria**

**A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form**

**Knowledge and Skills**

--Lexique :les médias, les loisirs des jeunes, la presse, le cinéma, la lecture, la télévision, l'internet --Objectifs grammaticaux: les pronoms relatifs composés, la forme passive, les pronoms personnels accouplés, les indéfinis, le discours direct, les adverbes de lieu -- savoir écrire un article, une critique de film et de livre -- connaître les différents festivals francophones-Cannes ...... --cinéma et littérature
Statement of Inquiry:

Internet peut transformer et améliorer la qualité de vie et modifier les loisirs des jeunes. Il peut également avoir des répercussions positives et négatives sur les compétences de communication.

Inquiry Questions:

F: Quel usage fais-je d'Internet ? Quand est-ce que j’utilise Internet ? Combien d’heures est-ce que je passe en ligne ? En quoi Internet améliore-t-il ma communication avec mon environnement social ? Comment internet a changé mes loisirs ?

C: Dans quelle mesure les loisirs des jeunes ont-ils changé ? L’utilisation d’Internet et la participation aux médias sociaux offrent-elles aux jeunes des avantages plus importants qui s’étendent à leur vision d’eux-mêmes, de la communauté et du monde ?

D: L’influence qu’exerce Internet dans la vie des jeunes est dictée par les choix qu’ils font lorsqu’ils sont en ligne. Le potentiel d’Internet est-il illimité ? Internet comporte-t-il plus d’avantages que d’inconvénients ?

Thinking

VIII. Critical thinking skills

• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations
• Evaluate and manage risk
• Develop contrary or opposing arguments

Communication

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Lexique : les médias, les loisirs des jeunes, la presse, le cinéma, la lecture, la télévision, l’internet --Objectifs grammaticaux: les pronoms relatifs composés, la forme passive, les pronoms personnels accouplés, les indéfinis, le discours direct, les adverbes de lieu, les connecteurs logiques, l’expression de l’opinion, savoir écrire une critique de film
## S’investir (8 semaines)
### Auteurs: Chiara Lanciano

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tr>
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<td>Creativity</td>
<td>Language acquisition: Phases 3-4</td>
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<td>• Empathy</td>
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### Fairness and development

<table>
<thead>
<tr>
<th>Global context</th>
<th>Exploration to Develop:</th>
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<tr>
<td></td>
<td>Inequality, difference and inclusion</td>
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<td>Imagining a hopeful future</td>
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### Conceptual Understanding

Comment puis-je me rendre utile à la société?

### Statement of Inquiry:

Etre citoyen, c’est vivre dans un pays et bénéficier des droits et des devoirs de ce pays. C’est aussi se sentir concerné par ce qui se passe et vouloir s’engager pour améliorer les choses.

<table>
<thead>
<tr>
<th>Inquiry Questions:</th>
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<tbody>
<tr>
<td>F : Qu’est-ce que le bénévolat?</td>
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<tr>
<td>C : Qu’est-ce que signifie être &quot;citoyen&quot;?</td>
</tr>
<tr>
<td>D : Comment s’engager et s’investir au quotidien pour améliorer les choses?</td>
</tr>
</tbody>
</table>

### MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

### Knowledge and Skills

Lessico: la beneficienza, la solidarietà, Comunicazione: presentare un’associazione, parlare di solidarietà, esprimere un desiderio, una speranza, Grammatica: la frase ipotetica, il futuro anteriore, i verbi croire e valoir, Metodologia/ cultura: analizzare dei manifesti sociali, scrivere un testo espositivo, le associazioni in Francia, le Racisme expliqué à ma fille de Tahar Ben Jelloun, Cultura: la Francia del dopo guerra. Spettacolo "Saint-Germain-des-Prés"

## La tolérance
(12 weeks (32 hours))
### Auteurs: Chiara Lanciano

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<th>Key &amp; Related Concepts</th>
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<td>• Point of view</td>
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<td>• Word choice</td>
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</table>

### Global context

Exploration to Develop:
Commonality, diversity and interconnection
## Conceptual Understanding

La connaissance des autres cultures et des autres religions nous permet d’être plus tolérant et d’accepter les "Autres"

### Statement of Inquiry:

La connaissance des autres cultures et religions nous permet d’être plus tolérant et d’accepter les diversités culturelles

### Inquiry Questions:

- **F**: Comment pouvons-nous être tolérants ?
- **C**: Comment la connaissance de l’autre nous enrichit ?
- **D**: Que connaissons-nous des autres religions et des autres cultures ?

## ATL

- **Communication**
- **Thinking**

## MYP Assessment Criteria

**A**: Comprehending spoken and visual text, **B**: Comprehending written and visual text, **C**: Communicating in response to spoken and/or written and/or visual text, **D**: Using language in spoken and/or written form

## Knowledge and Skills


## Entre nous (8 weeks)

**Authors**: Chiara Lanciano

### Key & Related Concepts

- **Key Concepts**
- **Connections**

### Related Concepts

- Language acquisition: Phases 3-4
  - Conventions
  - Empathy

### Global context

- **Identities and relationships**

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Unit Title

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lessico: l'amore, lo stato civile, l'amicizia, i valori, i sentimenti, Comunicazione: fare confidenze, esprimere un sentimento positivo o negativo, Grammatica: l'opposizione e la concessione, la forma restrittiva ne...que, aggettivi e pronomi interrogativi e indefiniti, il condizionale passato, il futuro nel passato, il verbo courir, Metodologia/ cultura: sapere analizzare una poesia, gli amori di vacanza, il PACS e il matrimonio in Francia

Cyrano de Bergerac (4 weeks)
Authors:

Conceptual Understanding

ATL Communication

MYP Assessment Criteria

Knowledge and Skills
Usage correct de la langue française dans un contexte non familier comme une pièce de théâtre

La langue française
(12 weeks (40 hours))
Authors: Chiara Lanciano

Key Concepts
Culture

Related Concepts
<table>
<thead>
<tr>
<th>Language acquisition: Phases 3-4</th>
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<tr>
<td>• Function</td>
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<tr>
<td>• Meaning</td>
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<td>• Purpose</td>
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<td>• Word choice</td>
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</table>

Key & Related Concepts

Global context
Owner in space and time

Exploration to Develop:
Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Fairness and development

Conceptual Understanding
La langue constitue un élément essentiel de notre identité culturelle

Statement of Inquiry:
La langue constitue un élément essentiel de notre identité culturelle

Inquiry Questions:
F : Comment a évolué la langue française au cours des siècles ?
C : Comment explique-t-on les néologismes au cours du siècle dernier ?
D : Quelles sont les différences entre français écrit et français oral ?
**MYP Assessment Criteria**  
A: Comprehending spoken and visual text,  
B: Comprehending written and visual text,  
C: Communicating in response to spoken and/or written and/or visual text,  
D: Using language in spoken and/or written form

**Knowledge and Skills**  
- petite histoire de la langue française  
- l'Académie française  
- les institutions françaises  
- l'argot  
- auteurs français  
- Grammaire : Le subjonctif, formation et emploi, le gérondif, le participe présent, l'expression de la condition

**MYP 5: Eng: unit 3: conflicts**  
(12 weeks (80 hours))

**Authors:** Yael Artom, tania rondonina, Nicole Bender, Maria Isabel (Maribel) Sanchez | Maribel

**Key & Related Concepts**

**Key Concepts**
- Communication

**Related Concepts**
- Language acquisition: Phases 5-6
  - Argument
  - Audience
  - Stylistic choices

**Global context**

- **Personal and cultural expression**
  - *Exploration to Develop:* Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

**Conceptual Understanding**

Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts. For example, different points of view become convincing arguments when appropriate stylistic choices are made for the purposes of persuasion.

**Statement of Inquiry**

Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts

**Inquiry Questions:**
- F: What is a conflict? What types of conflicts are there?
- C: how do people express feelings and ideas about conflicts?
- D: Should writers take sides? Why? what are the unexpected results of conflicts?

**ATL**

- **Social**
  - II. Collaboration skills
    - Practise empathy
    - Help others to succeed
    - Listen actively to other perspectives and ideas
    - Advocate for one’s own rights and needs

**Learning Experiences:**

Les élèves devront prendre position et défendre un point de vue donc aussi écouter les opinions des autres et se mettre à leur place

**MYP Assessment Criteria**

- Language acquisition:
  - C: Communicating in response to spoken and/or written and/or visual text
  - D: Using language in spoken and/or written form
Unit Title

Knowledge and Skills

- Recherches sur certains aspects de la première et de la seconde guerre mondiale, guerre d'Algérie, guerre d'Indochine...
- Poésies de Prévert (Barbara, Familiales), Eluard (Liberté), Boris Vian (Le déserteur).
- Roman: Le silence de la mer de Vercors.
- L'engagement politique et social, la citoyenneté, Les institutions, l'intolérance (Tahar Ben Jelloun), Greene, Graham.


Conflict in literature, WWI poetry, imagery, appeal to senses, structure, characterization in plays: register, style, diction, action and reaction, conflict resolution, Rhetoric and the language of persuasion.

Langue et Culture (10 weeks (40 hours))

Authors:

Key & Related Concepts

Key Concepts

Culture

Global context

Personal and cultural expression

Exploration to Develop:
Artistry, craft, creation, beauty

Conceptual Understanding

Statement of Inquiry:
La langue d’un pays nous communique différents aspects de sa culture

Inquiry Questions:
F : Qu’est-ce que la culture ?
C : Pourquoi connaitre la langue d’un pays nous permet de comprendre sa culture?
D : Dans quelle mesure la langue d’un peuple réfléchit sa "vision du monde "

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Share ideas with multiple audiences using a variety of digital environments and media

Research
VI. Information literacy skills
• Access information to be informed and inform others
• Make connections between various sources of information

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

: l’histoire de la langue française, Courants artistiques français, Le subjonctif, formation et emploi, le participe présent et le gérondif, Les chansonniers, Les surréalistes, Poésies, Films - la nouvelle vague, Nouvelles et Romans francophones
Pour ou contre? (10 weeks)
Authors: Chiara Lanciano

Key & Related Concepts

**Key Concepts**
- Communication

**Related Concepts**
- Language acquisition: Phases 5-6
  - Argument
  - Point of view

Conceptual Understanding

Statement of Inquiry:
Savoir exprimer ses idées signifie aussi être attentif à celles des autres pour être capable de débattre. C'est l'échange qui le vrai vainqueur de chaque débat.

Inquiry Questions:
- C : Comment apprendre à gérer les tours de parole des uns et des autres?
- F : Quels sont les instruments de la persuasion?
- D : Mon idée vaut-elle plus que la tienne?

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Lessico: le scelte alimentari, il consummo collaborativo, l'informatica, i dispositivo mobili, Comunicazione: esprimere accordo e disaccordo, sostenere la propria idea e sostenere un dibattito, Grammatica: avverbi in -ment, doppi pronomi, riconoscere il passato remoto, verbi convincere e conquérir, Metodologia/ cultura: i Francesi e la nuova società collaborativa, la piramide alimentare vegetariana, analizzare un discorso argomentativo

German (MYP 5)

Unit Title
MYP 5 German, phase 4, Unit 1: Konsum und Technik (12 weeks (45 hours))
Authors: Nicole Bender

Key & Related Concepts

**Key Concepts**
- Connections

**Related Concepts**
- Language acquisition: Phases 3-4
  - Idiom
  - Point of view
  - Purpose
  - Structure
  - Word choice

Global context
- Globalization and sustainability
  - Exploration to Develop: Human impact on the environment

Conceptual Understanding
Wie kann ich heute verantwortungsvoll konsumieren?

Statement of Inquiry
Wie kann ich heute verantwortungsvoll konsumieren?
Unit Title

Inquiry Questions:

F Wie konsumiere ich? : Welche technischen Errungenschaften halte ich fuer notwendig?

C Was kann ich tun, um den Industriemuell zu reduzieren?: Wie kann ich verantwortungsvoll konsumieren? Wie entsorge ich meinen Muell?

D Unsere Welt teil sich in eine Konsumgesellschaft, in der es zu viele Gueter gibt, und eine Gesellschaft, in der diese Gueter produziert, aber nicht konsumiert werden, Wie koennen sich diese beiden Welten annaehern?: Koennte ich in einer Gesellschaft ohne technische Errungenschaften leben?

Language acquisition

A: Comprehending spoken and visual text
   - ii. interpret conventions

B: Comprehending written and visual text
   - i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions

C: Communicating in response to spoken and/or written and/or visual text
   - i. respond appropriately to spoken, written and visual text in a range of familiar and unfamiliar situations
   - iii. express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations

D: Using language in spoken and/or written form
   - i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
   - iii. use language to suit the context.

Communication

I. Communication skills
   - Use a variety of speaking techniques to communicate with a variety of audiences
   - Use appropriate forms of writing for different purposes and audiences
   - Read critically and for comprehension
   - Make effective summary notes for studying

Learning Experiences:

Texte strukturieren
Woerter aus dem Kontext erschliessen
Adjektivenendungen vergleichen

Research

VI. Information literacy skills
   - Collect, record and verify data

Learning Experiences:

Was wusste ich bereits? Was will ich an meinem Konsumverhalten aendern?

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Key Concepts

Culture

Related Concepts

Language acquisition: Phases 1-2
- Meaning
- Message
- Patterns
- Word choice

Language acquisition: Phases 3-4
- Empathy
- Idiom
- Meaning
- Message
- Structure
- Word choice

Global context

Identities and relationships

Exploration to Develop:
Identity formation, self-esteem, status, roles and role models

Conceptual Understanding

Students learn to understand, that there are different cultures in the different german-speaking states (Germany, Austria, Switzerland, Liechtenstein). Students learn that there is not only one german culture and the influence of the migration to the culture during the last 50 years.

Statement of Inquiry:

Different traditions and abilities connect people across the world, using universal themes which express alldaylife beliefs and values. There is a part of individual and national identity and may differ in the german-speaking countries.

Inquiry Questions:

F What do I already know about the different cities and regions? What is different? Which are the different cultures? (like the turkish in Berlin or the balcans in Vienna): What can I learn from the different cultures?

D Which traditions and values are regarded as universal?: Which traditions have italian "Gastarbeiter" introduced in Germany?

C Which importance have christian celebrations like "Weihnachten" and "Ostern" in our days, in a society with different religions?: What has change in the traditions of the celebrations in the last years?

ATL

Language acquisition

A: Comprehending spoken and visual text
- i. show understanding of messages, main ideas and supporting details in familiar situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

B: Comprehending written and visual text
- i. identify basic facts, main ideas and supporting details, and draw conclusions

C: Communicating in response to spoken and/or written and/or visual text
- i. respond appropriately to spoken, written and visual text in a limited range of familiar situations
• ii. interact in basic structured exchanges on a limited variety of aspects within familiar situations
• iii. use phrases to communicate ideas, feelings and information in familiar situations

**D: Using language in spoken and/or written form**
• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

**Research**

**VI. Information literacy skills**
• Access information to be informed and inform others
• Present information in a variety of formats and platforms
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Understand and implement intellectual property rights

**VII. Media literacy skills**
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)
• Make informed choices about personal viewing experiences
• Understand the impact of media representations and modes of presentation
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

**Learning Experiences:**

Students will be given a rubric for the summative assessment. As the formative assessments taken place, they will be reminded of the final product that will be expected. They will know what information and skills they are responsible for, This unit reinforces research, presentation and independent study skills. It will provide them with an understanding of the beliefs and behaviours of German speaking people

**Communication**

**Learning Experiences:**

Besuch der Ausstellung "Espressionismo tedesco" und workshop

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<thead>
<tr>
<th>MYP Assessment Criteria</th>
<th>Knowledge and Skills</th>
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<tbody>
<tr>
<td><strong>A: Comprehending spoken and visual text</strong></td>
<td>inquiry, written expression, oral expression, descrizione della strada e orientamento in una città Feste e tradizioni, Tempi del passato (Preteritum e Perfekt) Konjunktiv II, musica attuale tedesca</td>
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<tr>
<td><strong>B: Comprehending written and visual text</strong></td>
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<tr>
<td><strong>C: Communicating in response to spoken and/or written and/or visual text</strong></td>
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<td><strong>D: Using language in spoken and/or written form</strong></td>
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**MYP 5 German fase 2, Unit 2: Neugierig und aufgeschlossen**
(12 weeks (36 hours))

**Authors:** Nicole Bender

**Key Concepts**

**Connections**

**Related Concepts**

- Language acquisition: Phases 1-2
  - Context
  - Conventions
  - Message
  - Word choice

**Global context**

**Identities and relationships**
<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
<th>Neugierig auf die Erwartungen und Ansichten deutscher Jugendlicher</th>
</tr>
</thead>
</table>

**Statement of Inquiry:**

Was erwarte ich von meiner Zukunft und was erwarten andere Jugendliche?

**Inquiry Questions:**

- Was mochte ich einmal werden?: Welche Voraussetzungen brauche ich dafuer?
- Wie verhalte ich mich in bestimmten Situationen?: Was ist gut fuer mich?
- Welche Unterschiede gibt es zwischen Italien und Deutschland bei den Erwartungen fuer die Zukunft?: Was kann man tun, um diese zu erfuellen?

### ATL

<table>
<thead>
<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>Learning Experiences:</td>
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<tr>
<td>Vergleich zwischen den beiden Laendern und Kulturen ziehen</td>
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<tr>
<td>Neue Woerter mit Bildern assozieren</td>
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<tr>
<td>Wortfamilien bilden</td>
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<tr>
<td>sich zu neuen Redemitteln eine kleine Geschichte ueberlegen</td>
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<tr>
<td>grammatische Regeln mit eigenen Worten erklaren</td>
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</table>

### MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

### Knowledge and Skills

- **Gammatica**: Negazione, Verbi con dativo, tempi del passato: Perfekt, Verbi modali, Imperativo, frasi secondarie, vocabolario: descrivere persone e caratteri salute e corpo umano Sport lingue e metodi per impararle Sistema scolastico in Germania lavoro e professioni

**MYP 5 German fase 4, UNIT 2:**

Vorbilder und Idole heute und gestern (11 weeks (30 hours))

**Authors:** Nicole Bender

### Key Concepts

- Culture

### Related Concepts

- Language acquisition: Phases 3-4
  - Audience
  - Function
  - Idiom
  - Meaning
  - Point of view
  - Structure
  - Word choice

### Key & Related Concepts

**Identities and relationships**

- Exploration to Develop:
  - Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life

### Conceptual Understanding

Idole und vorbilder des Zeitgeschehens sind wichtig, um eigene Wertvorstellungen zu entwickeln
Statement of Inquiry:
Vorbilder sind entscheidend bei der Entwicklung einer eigenen Persönlichkeit und eigenen Wertvorstellungen. Sie beeinflussen einen grossen Teil unseres Lebens.

Inquiry Questions:
F Was für Eigenschaften hat ein Vorbild?: Was muss jemand tun, um ein Vorbild zu werden?
C Welches Verhalten verlange ich von einem Vorbild?: Welche Rolle spielen Idole in der Gesellschaft?
D Was kann ich selber tun, um ein Vorbild zu werden?: Welche Eigenschaften brauche ich, um eine Vorbildfunktion auszuüben?

Language acquisition
A: Comprehending spoken and visual text
   • i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
B: Comprehending written and visual text
   • ii. understand basic conventions including aspects of format and style, and author's purpose for writing
C: Communicating in response to spoken and/or written and/or visual text
   • ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
D: Using language in spoken and/or written form
   • ii. organize information and ideas into a structured text; use a wide range of cohesive devices

Communication
I. Communication skills
   • Give and receive meaningful feedback
   • Use intercultural understanding to interpret communication
   • Use a variety of speaking techniques to communicate with a variety of audiences
   • Use appropriate forms of writing for different purposes and audiences
   • Collaborate with peers and experts using a variety of digital environments and media
   • Read critically and for comprehension
   • Read a variety of sources for information and for pleasure
   • Make inferences and draw conclusions
   • Use and interpret a range of discipline-specific terms and symbols
   • Write for different purposes
   • Take effective notes in class

Learning Experiences:
students learn the different definition and characterization of idols

Social

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Social skills; Use social media networks appropriately to build and develop relationships, Grammatica: - pronomi relativi - connetori - articolo demostrativo - Imperativo - verbo modale sollen al Konjunktiv II , lessico: - caratteristiche di persone - conflitti e soluzioni - elezioni e legge elettorale , comunicazione: - Sistema politico in Italia e Germania - esprimere dei dubbi e perplessità - valutare una proposta e opinione
# Unit Title

**MYP 5 German fase 2, Unit 3:** Aktiv im Leben  
*(13 weeks (36 hours))*  
**Authors:** Nicole Bender

## Key & Related Concepts

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<thead>
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<th>Key Concepts</th>
<th>Related Concepts</th>
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<tr>
<td>🌐 Connections</td>
<td>📖 Language acquisition: Phases 1-2</td>
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<tr>
<td><strong>Key Concepts</strong></td>
<td><strong>• Audience</strong></td>
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<td><strong>• Purpose</strong></td>
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<td><strong>• Structure</strong></td>
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### Global context

**Identities and relationships**

Wie verhalte ich mich in meinem Alltag?

*Exploration to Develop:*

Identity formation, self-esteem, status, roles and role models

### Conceptual Understanding

Die aktive und bewusste Teilnahme am alltagliche Leben gestaltet meinen Alltag lebenswertet

### Statement of Inquiry

**Statement of Inquiry:**

Was mache ich und was will ich machen, um aktiv am Leben teilzunehmen?

**Inquiry Questions:**

- Wie bringe ich mich in den Schulalltag ein?: Welche Rolle spiele ich?
- Welche freiwilligen Arbeiten leiste ich in meiner Freizeit?: Was will ich damit bewirken?
- Was tue ich fuer den Klimaschutz?: Wie koennte sich unser KLima veraendern?

### Social

**II. Collaboration skills**

- Take responsibility for one’s own actions
- Give and receive meaningful feedback

**Learning Experiences:**

- neuen Wortschatz mit eigenen Interessen und Taetigkeiten verbinden
- mit der Sprache spielen und kreativ sein
- nicht immer Saetze Wort fuer Wort ubersetzen
- Schlusselfoertger markieren

### MYP Assessment Criteria

**A:** Comprehending spoken and visual text,  
**B:** Comprehending written and visual text,  
**C:** Communicating in response to spoken and/or written and/or visual text,  
**D:** Using language in spoken and/or written form

**Knowledge and Skills**

Grammar: verbi Modali al Praeteritum, articoli possessi, Konjunktiv II, verbi reflexivi, Comparativo e Superlativo, declinazione del adiettivo, Genitivo frasi secondarie (wenn, dass), Vocabulario: Media, Volontariato, cucinare e fare la spesa, città e paesi, tempo e ambiente, animali, Communication: tempo libero, prendere appuntamenti, peso e misure, esprimere preferenze, tempo, esprimere la propria opinione
MYP 5: Eng: unit 3: conflicts
(12 weeks (80 hours))
Authors: Yael Artom, tania rondanina,
Nicole Bender, Maria Isabel (Maribel) Sanchez | Maribel

Key Concepts
- Communication

Related Concepts
- Language acquisition: Phases 5-6
  - Argument
  - Audience
  - Stylistic choices

Key & Related Concepts

Personal and cultural expression

Global context
- Exploration to Develop:
  Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding
Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts. For example, different points of view become convincing arguments when appropriate stylistic choices are made for the purposes of persuasion.

Statement of Inquiry:
Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts

Inquiry Questions:
F: What is a conflict? What types of conflicts are there?
C: how do people express feelings and ideas about conflicts?
D: Should writers take sides? Why? what are the unexpected results of conflicts?

Social
II. Collaboration skills
- Practise empathy
- Help others to succeed
- Listen actively to other perspectives and ideas
- Advocate for one’s own rights and needs

ATL

Learning Experiences:
Les élèves devront prendre position et défendre un point de vue donc aussi écouter les opinions des autres et se mettre à leur place

MYP Assessment Criteria
- Language acquisition:
  - C: Communicating in response to spoken and/or written and/or visual text
  - D: Using language in spoken and/or written form

Knowledge and Skills

- Recherches sur certains aspects de la première et de la seconde guerre mondiale, guerre d’Algérie, guerre d’Indochine...
- Poésies de Prévert (Barbara, Familiales) , Eluard (Liberté), Boris Vian (Le déserteur)...
- Roman: Le silence de la mer de Vercors...
- L’engagement politique et social de la citoyenneté des institutions, l’intolérance (Tahar Ben Jelloun), Greene, Graham.
- Conflict in literature WWI poetry imagery appeal to senses
**Unit Title**
structure characterization in plays: register, style, diction, action and reaction conflict resolution, Rhetoric and the language of persuasion

**MYP 5 German, phase 4, Unit 3: Meine emotionale Welt - Liebe und Freundschaft**
*(12 weeks (40 hours))*
**Authors:** Nicole Bender

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### Key Concepts
- Creativity

### Related Concepts
- Language acquisition: Phases 3-4
  - Context
  - Empathy
  - Idiom
  - Point of view
  - Purpose
  - Structure

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### Global context

**Identities and relationships**

*Exploration to Develop:*
Identity formation, self-esteem, status, roles and role models

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### Conceptual Understanding

Das emotionale Zentrum meiner Welt - meine Freunde/mein Freund-in

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### Statement of Inquiry:

*Meine Freunde reflektieren mich - ich bin wie meine Freunde*

#### Inquiry Questions:

- **F** Welche Rolle spielt Freundschaft in meinem Leben?: Was bedeutet Freundschaft fuer mich?
- **C** Wie werden meine Gefuehle durch die Aussenwelt beeinflusst?: Wie kann ich meine Gefuehle steuern?
- **D** Moegen wir alle die gleichen Personen?: Wie individuell sind unsere Gefuehle und wie kann ich sie beeinflussen?
Language acquisition

A: Comprehending spoken and visual text
   • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B: Comprehending written and visual text
   • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

C: Communicating in response to spoken and/or written and/or visual text
   • iii. express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations

D: Using language in spoken and/or written form
   • i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

Communication

I. Communication skills
   • Use appropriate forms of writing for different purposes and audiences
   • Read critically and for comprehension

Learning Experiences:

Die Schüler setzen sich mit ihren eigenen Gefühlen und Emotionen ausseiner und versuchen, diese besser zu verstehen

Thinking

VIII. Critical thinking skills
   • Evaluate evidence and arguments
   • Recognise and evaluate propositions
   • Draw reasonable conclusions and generalizations

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Social Skills: - caratteristica di amicizia, valore dell'amicizia, sentimenti e sensazioni, funzione e interpretazione dei sogni, emozioni , Grammatica: frasi relativi, Konjunktiv II al passato, frasi ipotetici e irreali, paragoni irreali, Verbi modali al perfetto, frasi temporali, n-Declinazione, preposizioni locali, pronomi relativi, "Charlottes Traum", Gabi Kreslehner, lexssico: - descrivere le persone e caratterizzarle - esprimere i propri sentimenti, - parlare dei desideri - descrivere i valori dell'amicizia

Italian (MYP 5)

Unit Title

Io e gli altri (14 weeks (56 hours))

Authors: Alessandro Andreani

Key Concepts

Connections

Related Concepts

Language acquisition: Phases 1-2
   • Context
   • Meaning
   • Structure
   • Word choice

Global context

Identities and relationships
Conceptual Understanding

Stabilire connessioni con gli altri richiede grande attenzione alla lingua: dalla scelta delle parole appropriate alla costruzione di una struttura grammaticale corretta, a seconda dei diversi contesti.

Statement of Inquiry

Conoscere gli altri significa anche conoscere se stessi: per fare ciò è importante sapere utilizzare gli strumenti linguistici più appropriati.

Inquiry Questions:

F : Quali parole ed espressioni posso utilizzare per farmi conoscere e conoscere gli altri?
C : Come posso facilitare la conoscenza delle altre persone?
D : Cosa spinge le persone a studiare una nuova lingua?

Communication

I. Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes

Social

II. Collaboration skills

- Practise empathy
- Help others to succeed
- Encourage others to contribute
- Give and receive meaningful feedback

ATL

Self-management

III. Organization skills

- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

IV. Affective skills

- Perseverance
  - Demonstrate persistence and perseverance
- Self-motivation
  - Practise positive thinking

Thinking

X. Transfer skills

- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Make connections between subject groups and disciplines

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Grammatica: alfabeto; numeri; verbo essere e avere; avverbi interrogativi; nomi e aggettivi; articoli determinativi, indeterminativi e partitivi; la negazione; aggettivi dimostrativi; coniugazione dei verbi regolari e irregolari; verbi modali; verbi riflessivi; gli aggettivi possessivi; avverbi di tempo; il comparativo e il superlativo., Lessico: espressioni di saluto; chiedere e dare l’ora; i giorni della settimana, i mesi e le date; le parole utili per girare in città; chiedere e dare informazioni; i mezzi di trasporto e le città; gli ambienti della casa; gli oggetti della casa; il corpo, la salute e la sanità; la famiglia; qualità fisiche e morali., Argomenti: presentazioni personali, la città, i mezzi di trasporto e le indicazioni stradali; la casa: gli ambienti e gli oggetti; la salute: chiedere e dare informazioni sul corpo e la salute; la famiglia: descrivere la propria famiglia dal punto di vista fisico, lavorativo e morale.
MYP4 ITALIAN B UNIT 1:
"Salutar e, presentarsi, conoscersi." (4 weeks (16 hours))
Authors: Erika Taretto

Key Concepts
- Communication
- Connections

Related Concepts
- Language acquisition: Phases 1-2
  - Accent
  - Context
  - Form
  - Word choice
- Language acquisition: Phases 3-4
  - Context
  - Conventions
  - Word choice

Identities and relationships

Global context
- Identities and relationships
- Exploration to Develop:
  - Identity formation, self-esteem, status, roles and role models
  - Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
  - Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Conceptual Understanding
- The ability of communicating is vital to the construction of human connections.

Statement of Inquiry:
Lungo il corso di questa unità si approfondirà la conoscenza delle espressioni più comuni per presentarsi agli altri, salutare e dare informazioni sulla propria identità, per esempio sulla propria provenienza, l’età e la salute. Si vedranno anche alcuni modi espressivi per interagire in classe.

Inquiry Questions:
- So presentarmi, salutar e cchiedere alcune informazioni di base per conoscersi in italiano?: Conosco l’alfabeto italiano? So presentarmi e salutare, sia in maniera informale sia formale? Conosco il lessico approppiat per fornire informazioni sulla mia persona e comprendere informazioni sugli altri?
- Come migliorare la mia capacità di relazionarmi con gli altri? Condividere informazioni personali mi aiuta, in determinate circostanze, a costruire relazioni?: Saper utilizzare in modo corretto la lingua italiana, mi aiuta a relazionarmi più facilmente alle persone intorno a me?
- In che modo il formale e l’informale rispecchiano e/o determinano schemi comportamentali tipici della società italiana? Gli schemi linguistici considerati nell’unità possono rivelare aspetti rilevanti della vita in Italia? Si possono notare differenze con: Le strutture utilizzate dalla lingua italiana per presentarsi e salutarsi sono legate in qualche modo ai ruoli e modelli della società italiana?

ATL

Language acquisition
A: Comprehending spoken and visual text
  - i. identify basic facts, messages, main ideas and supporting details in everyday situations
  - ii. recognize basic conventions
  - iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
**Unit Title**

- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**B: Comprehending written and visual text**

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**C: Communicating in response to spoken and/or written and/or visual text**

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.
- i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
- ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

**D: Using language in spoken and/or written form**

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.
- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

**Communication**

**I. Communication skills**

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks

**Social**

**II. Collaboration skills**

- Help others to succeed
- Listen actively to other perspectives and ideas
- Encourage others to contribute

**MYP Assessment Criteria**

- A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**

In this unit the students will learn/review the basics of communication (alphabet, essere and avere, preposizioni semplici and avverbi interrogativi, abitare and stare, chiamare); moreover they will learn/review how to introduce themselves both in formal and informal
situations, how to provide basic information about themselves (i.e. age), and how to interact in the classroom environment.

Lezione 1 - Salutar e (Italian Greetings) (1 week)
Authors: Luca Secondo

Key Concepts
- Communication
- Connections
- Culture

Global context
- Identities and relationships
- Personal and cultural expression

Conceptual Understanding

Statement of Inquiry:
Come si saluta in italiano?
How do we say "hello" in Italian?

Inquiry Questions:
- Come si saluta in italiano? : Come si saluta in italiano?

ATL
- Communication

MYP Assessment Criteria

Knowledge and Skills

MYP4 ITALIAN B UNIT 2: "La vita in città." (7 weeks)
Authors: Erika Taretto

Key Concepts
- Communication

Related Concepts
- Language acquisition: Phases 1-2
  - Context
  - Structure
- Language acquisition: Phases 3-4
  - Context
  - Structure

Global context
- Orientation in space and time
  - Exploration to Develop:
    Peoples, boundaries, exchange and interaction
    Natural and human landscapes and resources
- Globalization and sustainability
  - Exploration to Develop:
    Urban planning, strategy and infrastructure
In order to live and move around in a city it is necessary to master the adequate vocabulary and grammatical structures.

**Statement of Inquiry:**

In questa unità si apprenderà come coniugare i verbi al presente indicativo, l'uso di alcune preposizioni semplici, avverbi interrogativi, dare e chiedere informazioni in città, espressioni di luogo, e si esploreranno altre strutture linguistiche per l'interazione in città.

**Inquiry Questions:**

**E** : So coniugare i verbi regolari al presente indicativo? So esprimermi per muoversi in città e chiedere informazioni? So chiedere e dare l'ora? So usare le principali espressioni di luogo?

**D** L’interazione con le persone, gli ambienti e gli spazi della città come possibili strumenti di affermazione di sé e socializzazione in una nuova società.: Imparare a chiedere e dare informazioni sulle strade, le direzioni e l’ora, contribuisce alla mia integrazione nel tessuto sociale italiano?

**C** Esistono modi convenzionali per chiedere e dare informazioni, le direzioni, l’ora, descrivere gli ambienti della città, che sono utili per la vita quotidiana in città.: Quali strutture grammaticali e conoscenze lessicali mi sono utili per la vita in città?

**Language acquisition**

**A: Comprehending spoken and visual text**

1. identify basic facts, messages, main ideas and supporting details in everyday situations
2. recognize basic conventions
3. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
4. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
5. understand conventions
6. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**B: Comprehending written and visual text**

1. identify basic facts, messages, main ideas and supporting details
2. recognize basic aspects of format and style, and author’s purpose for writing
3. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
4. show understanding of information, main ideas and supporting details, and draw conclusions
5. understand basic conventions including aspects of format and style, and author’s purpose for writing
6. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**C: Communicating in response to spoken and/or written and/or visual text**

1. respond appropriately to simple short phrases
2. interact in simple and rehearsed exchanges, using verbal and non-verbal language
3. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
4. communicate with a sense of audience.
5. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
6. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
7. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
8. communicate with a sense of audience and purpose.
D: Using language in spoken and/or written form

• i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize basic information and use a range of basic cohesive devices
• iii. use language to suit the context.

• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas and use a range of basic cohesive devices
• iii. use language to suit the context.

Self-management

III. Organization skills

• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals

IV. Affective skills

• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

V. Reflection skills

• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
• Focus on the process of creating by imitating the work of others

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Conoscenze richieste alla fine dell’unità: coniugazione dei verbi regolari al presente indicativo e di alcuni verbi irregolari; uso di alcune preposizioni semplici; uso di alcuni avverbi e aggettivi interrogativi; uso dell’articolo determinativo; c’è/ci sono; numeri ordinali; la concordanza fra nomi e aggettivi; alcuni nomi indeclinabili; alcuni aggettivi dimostrativi.

Lezione 2 - Essere e Andare
(1 week)
Authors: Luca Secondo

Conceptual Understanding

ATL 🌈 Communication

MYP Assessment Criteria

Knowledge and Skills

Communication and interaction skills, Pronunciation

Lezione 3 - Numeri e stagioni;
Avere; Nomi (1 week)
Authors: Luca Secondo

Conceptual Understanding
### ATL Communication

#### MYP Assessment Criteria

**Knowledge and Skills**
Communication and interaction skills, Pronunciation and tone, Basic vocabulary

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**Lezione 1-3 - final test (1 week)**

**Authors:**

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**Conceptual Understanding**

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**ATL**

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**MYP Assessment Criteria**

**Knowledge and Skills**

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**Lezione 4-5-6 (4 weeks)**

**Authors:**

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**Key Concepts**

- Communication

**Related Concepts**

- Language acquisition: Phases 1-2
  - Context
  - Function
  - Meaning
  - Structure
  - Word choice

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**Global context**

- **Personal and cultural expression**
  - **Exploration to Develop:** Entrepreneurship, practice and competency

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**Conceptual Understanding**

**Statement of Inquiry:**

- How do I communicate with classmates or strangers in my city?

**Inquiry Questions:**

- How do I use the principal verbs and adjectives?

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**ATL**

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**MYP Assessment Criteria**

- B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

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**Knowledge and Skills**

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MYP4 Italian Unit 3 "La vita quotidiana e le sue strutture sociali in Italia" (12 weeks)
Authors: Erika Taretto

**Key Concepts**

- Culture

**Related Concepts**

Language acquisition: Phases 1-2
- Accent
- Audience
- Context
- Conventions
- Form
- Function
- Patterns
- Word choice

Language acquisition: Phases 3-4
- Context
- Conventions
- Empathy
- Function
- Point of view
- Purpose
- Word choice

**Identities and relationships**

- Exploration to Develop:
  - Identity formation, self-esteem, status, roles and role models
  - Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
  - Physical, psychological and social development; transitions; health and well-being; lifestyle choices

**Global context**

- Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

**Globalization and sustainability**

- Exploration to Develop:
  - Human impact on the environment
  - Consumption, conservation, natural resources and public goods
  - Population and demography

**Conceptual Understanding**

Daily life in Italy is shaped by Italian culture, shared beliefs and values, and common behaviours, which are, in turn, conveyed and mirrored by linguistic patterns (e.g. specific accent, intonation, conventions, word choice, recognition of context).

**Statement of Inquiry:**

Italian culture and language may be approached, analysed, and explored through the perspective of globally relevant social issues, such as family structures, places of residence, health systems.
Inquiry Questions:

F: How do we describe a house and what is within it, how do we interact with a real estate agency? How do we ask and give information about one’s own health and how do we to interact with a doctor? How do we speak about one’s own family?

C: How does what we learn enlighten us about the way Italian society and language work, and about how these look like in comparison with those of other people in the world?

D: Do you think daily life might be improved through the use of language? If so, how?

Language acquisition

A: Comprehending spoken and visual text

- i. identify basic facts, messages, main ideas and supporting details in everyday situations
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B: Comprehending written and visual text

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

C: Communicating in response to spoken and/or written and/or visual text

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.
- i. respond appropriately to spoken, written and visual text in a range of familiar and some unfamiliar situations
- ii. interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

D: Using language in spoken and/or written form

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and use a range of basic cohesive devices
- iii. use language to suit the context.
- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Research

VI. Information literacy skills

- Collect, record and verify data
- Access information to be informed and inform others
Unit Title

• Present information in a variety of formats and platforms
• Process data and report results
• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

VII. Media literacy skills
• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
• Demonstrate awareness of media interpretations of events and ideas (including digital social media)

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills


Comunicare in Italiano (8 weeks)
Authors: Luca Secondo

Conceptual Understanding

ATL 🌟 Communication

MYP Assessment Criteria

Knowledge and Skills

Essere and avere, Masculine, femminine, singular, plural, Regular verbs, Prepositions, Determinative articles

Culture e tradizioni
(12 weeks (48 hours))
Authors: Alessandro Andreani

Key Concepts

そうで

Related Concepts

Language acquisition: Phases 1-2
• Context
• Conventions
• Meaning
• Word choice

Global context 🌐 Identities and relationships

Conceptual Understanding

Sapersi confrontare con individui di tradizioni diverse dalla propria facilita l’arricchimento culturale e linguistico personale.

Statement of Inquiry

Statement of Inquiry:
Le mie credenze, tradizioni e valori sono preziosi per la mia comunità, perciò devo essere capace a condividerli e a confrontarli con gli altri individui.

Inquiry Questions:

F: Quali espressioni posso utilizzare per confrontare le mie tradizioni culturali con quelle degli altri?

C: In che modo le mie culture e tradizioni riflettono la mia identità?

D: E' giusto accettare la diversità culturale altrui o è preferibile salvaguardare la propria identità culturale ad ogni costo?

Communication
I. Communication skills
• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use appropriate forms of writing for different purposes and audiences
• Interpret and use effectively modes of non-verbal communication
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Write for different purposes
• Take effective notes in class

Social
II. Collaboration skills
• Practise empathy
• Help others to succeed
• Listen actively to other perspectives and ideas
• Encourage others to contribute
• Give and receive meaningful feedback

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Bring necessary equipment and supplies to class

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Self-motivation
  - Practise positive thinking

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)

Thinking
VIII. Critical thinking skills
• Consider ideas from multiple perspectives

X. Transfer skills
• Inquire in different contexts to gain a different perspective
• Make connections between subject groups and disciplines

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Grammatica: il passato prossimo dei verbi regolari, irregolari, modali e riflessivi; le preposizioni semplici e articolate; i pronomi personali complemento diretto e complemento indiretto; imperativo dei verbi regolari e irregolari; il verbo piacere al presente e al passato prossimo., Lessico: chiedere e dare informazioni sui cibi e sulle bevande; fare ordinazioni al bar e al ristorante; la cucina e le ricette internazionali; le festività; chiedere e dare
informazioni sulla scuola e gli studi; l'emigrazione e l'immigrazione., Argomenti: le abitudini e le tradizioni culinarie; la cucina italiana e internazionale; le ricette; le festività natalizie e quelle di altri paesi; il sistema scolastico in Italia e all’estero; l’emigrazione e l’immigrazione in Italia e all’estero; come scrivere testi appartenenti alle seguenti tipologie: il diario, il testo regolativo; la lettera.

<table>
<thead>
<tr>
<th>Unit Title</th>
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<tbody>
<tr>
<td>Vivere la città (16 weeks)</td>
<td>Authors:</td>
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<tr>
<td>Conceptual Understanding</td>
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<td>ATL</td>
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<td>Communication</td>
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<td>Thinking</td>
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<td>MYP Assessment Criteria</td>
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<tr>
<td>Knowledge and Skills</td>
<td>in this unit the students will improve their studying skills,</td>
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<td>learning new grammar forms and starting reading and writing</td>
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<td>more complex texts, also in past form.</td>
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<tr>
<th>Unit Title</th>
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<tbody>
<tr>
<td>passato prossimo e imperfetto</td>
<td>(10 weeks (25 hours)) Authors: Luca Secondo</td>
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<tr>
<td>Key Concepts</td>
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<td>Communication</td>
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<td>Culture</td>
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<tr>
<td>Conceptual Understanding</td>
<td>understand the difference between a punctual and a continued</td>
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<td></td>
<td>action and being able to use two different forms of past.</td>
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Statement of Inquiry:

Statement of Inquiry:

Inquiry Questions:

: when should we use imperfetto and when passato prossimo?

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<th>Unit Title</th>
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<tbody>
<tr>
<td>Viaggi, hobby e tempo libero</td>
<td>(10 weeks (40 hours)) Authors: Alessandro Andreani</td>
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<tr>
<td>Key Concepts</td>
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<tr>
<td>Communication</td>
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<td>Related Concepts</td>
<td>Language acquisition: Phases 1-2</td>
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<td></td>
<td>• Context</td>
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<td>• Function</td>
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<td>• Message</td>
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<td>• Word choice</td>
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Unit Title

Global context 🌍 Identities and relationships

Conceptual Understanding
Essere un abile comunicatore significa sapere chiedere e dare informazioni correttamente a seconda dei diversi contesti.

Statement of Inquiry:
Relazionarsi con gli altri richiede la capacità di saper affrontare conversazioni disparate, incluse esperienze passate e previsioni future, nonché di vario argomento, dai viaggi al tempo libero.

Statement of Inquiry
Inquiry Questions:

F: Quali strutture linguistiche mi permettono di esprimere le mie esperienze e previsioni?
C: Quali argomenti favoriscono l'interazione e la conoscenza degli altri?
D: Cosa ci porta a viaggiare, coltivare passioni e passatempi? E' importante condividerli?

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Social
II. Collaboration skills
- Practise empathy
- Help others to succeed
- Manage and resolve conflict and work collaboratively in teams
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Give and receive meaningful feedback

Self-management
III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Bring necessary equipment and supplies to class

Thinking
VIII. Critical thinking skills
- Consider ideas from multiple perspectives

X. Transfer skills
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills
Grammatica: comparativi e superlativi irregolari; la forma impersonale; l'imperfetto delle tre coniugazioni, degli ausiliari e devi verbi modali; esprimere la contemporaneità al passato; i nomi alterati; l'uso del passato prossimo e dell'imperfetto; il futuro semplice dei verbi regolari e irregolari; gli avverbi in -mente; il periodo ipotetico della realtà; il condizionale presente dei verbi regolari e irregolari; il presente progressivo., Lessico: i negozi, i vestiti; la musica; lo sport; i film; l'arte; il tempo libero; i passatempi e gli hobby; i ricordi del passato; i luoghi di vacanza; il tempo atmosferico; le gite; l'albergo e l'agenzia di viaggi; le
opportunità di lavoro e le vacanze., Argomenti: il tempo libero; l'abbigliamento; lo sport; la musica; l'arte; i ricordi del passato; i viaggio e pianificare una vacanza; le opportunità della scuola e del lavoro; i dialetti. Verranno inoltre approfondite le seguenti topologie testuali: la recensione, il testo narrativo, il testo descrittivo, il testo regolativo e prescrittivo.

**Il Fascismo - Fascism (4 weeks)**
**Authors:**

<table>
<thead>
<tr>
<th>Conceptual Understanding</th>
<th>ATL</th>
<th>Communication</th>
<th>Thinking</th>
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**MYP Assessment Criteria**

| Knowledge and Skills | the students are going to use their History knowledges and they at the end they will be able to understand and to express their thoughts on an historic event using Italian. |

**Descrivere le persone (4 weeks (6 hours))**
**Authors:** Luca Secondo

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<tr>
<th>Key Concepts</th>
<th>Aesthetics</th>
<th>Identity</th>
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**Global context**

*Exploration to Develop:* Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

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<th>Conceptual Understanding</th>
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**Statement of Inquiry:**

**Inquiry Questions:**

F: come si descrivono le persone nel loro aspetto fisico e psicologico?

**MYP Assessment Criteria**

| Knowledge and Skills | B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text |

**Spanish (MYP 5)**

**Unit Title**

**LA TIERRA (7 weeks (28 hours))**
**Authors:** Maria Isabel (Maribel) Sanchez | Maribel

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<th>Key Concepts</th>
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Unit Title

Global interaction

Global context

Globalization and sustainability

Exploration to Develop:
Human impact on the environment

Conceptual Understanding

Statement of Inquiry:
tomar conciencia de la huella ecologica

Inquiry Questions:

F: Cómo se recicla? Materiales
C: Què es reciclar?
D: Podemos vivir sin reciclar, sostenibilidad, econIA ANOS 60

Language acquisition

A: Comprehending spoken and visual text
   • i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations

ATL

Social

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

1. ortografía, lexico

VIAJES ESPECIALES
(14 weeks (52 hours))
Authors: Maria Isabel (Maribel) Sanchez | Maribel

Key & Related Concepts

Key Concepts
Connections

Related Concepts
Language acquisition: Phases 3-4
• Context

Orientation in space and time

HISTORIA PERSONAL DE CADA ALUMNO para asociarlo al Proyecto de la escuela "Migración"

Civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange
Peoples, boundaries, exchange and interaction

Conceptual Understanding

¿Qué te aporta el viaje?

Statement of Inquiry:
Origen y casualidad

Inquiry Questions:
De donde vengo?
Qué aprendo en mis viajes? Qué aporto yo en mis viajes? Qué trasmito?

NO SÉ CÓMO ANULAR ESTE ESPACIO

**Unit Title**

**MYP Assessment Criteria**

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

**Knowledge and Skills**

Léxico: La vida cotidiana, en la ciudad, ocio y tiempo libre el tiempo (en general), vacaciones, viajes.. Gramática: Revisión del Programa de MYP4, Usos del tiempo del pasado (Indicativo), Imperativo, Subjuntivo Presente, Oraciones finales. Tipología de textos: Carta informal, Guía recomendaciones, folletos, Cultura y civilización: España y sus diferentes regiones (autonomías) diferentes Lenguas.. América Latina paisajes y cultura (diferente Lenguas.. Quechua, Aymará..Lenguas Precolombinas)

**Contextos temporales y espaciales - Time and space contexts (8 weeks (28 hours))**

**Authors:**

**Key & Related Concepts**

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>Language acquisition: Phases 3-4</td>
</tr>
<tr>
<td>Time, place and space</td>
<td>• Context</td>
</tr>
<tr>
<td></td>
<td>• Meaning</td>
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</tbody>
</table>

**Global context**

* Orientation in space and time*

* Exploration to Develop: Epochs, eras, turning points and "big history”*

**Conceptual Understanding**

**Statement of Inquiry:**

La orientación en el Pasado (histórico y personal) en el Espacio Terrestre - The Historic and own Past and the Earth’s space consciousness

**Inquiry Questions:**

D: * Qué importancia tiene el estudio de nuestro pasado y aquel de otros pueblos?*

C: * Qué elementos culturales podemos apreciar en la cultura espanola y en las antiguas culturas americanas?*

**ATL**

**Language acquisition**

A: Comprehending spoken and visual text

• I. show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations

**Communication**

I. Communication skills

• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use appropriate forms of writing for different purposes and audiences
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Write for different purposes
• Take effective notes in class
• Structure information in summaries, essays and reports
Unit Title

MYP Assessment Criteria
A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Violencia de género (2 weeks)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills
-Se introducirá el uso del Subjuntivo. P. ejemplo: “Es justo que exista la violencia de género” - Análisis de prensa española.

Mitos, leyendas, historias y tradiciones Hispanoamericanas (12 weeks (44 hours))
Authors:

Key & Related Concepts
Key Concepts

Culture

Global context

Personal and cultural expression

Exploration to Develop:
Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

Conceptual Understanding
El significado de los mitos y leyendas de un pueblo permite conocer algunos elementos principales de su cultura y de su mentalidad.

Statement of Inquiry:

Inquiry Questions:
F: Què son un mito, una leyenda, una fabula?
F: Con qué finalidad se transmiten los mitos y leyendas?
C: Por qué al conocer estas narraciones de un pueblo podemos comprender mejor su cultura y mentalidad?
D: En qué medida se asemejan estas narraciones a las nuestras y a las de otros pueblos del mundo?

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication

ATL
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Write for different purposes
• Take effective notes in class

Social
II. Collaboration skills
• Practise empathy
• Delegate and share responsibility for decision-making
• Help others to succeed

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Set goals that are challenging and realistic
• Use appropriate strategies for organizing complex information

IV. Affective skills
• Mindfulness
  - Practise focus and concentration
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to overcome impulsiveness and anger
• Resilience
  - Practise “bouncing back” after adversity, mistakes and failures

V. Reflection skills
• Develop new skills, techniques and strategies for effective learning

Research
VI. Information literacy skills
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information

Thinking
VIII. Critical thinking skills
• Practise observing carefully in order to recognise problems
• Gather and organize relevant information to formulate an argument
• Recognise and evaluate propositions
• Test generalizations and conclusions

IX. Creative thinking skills
• Consider multiple alternatives, including those that might be unlikely or impossible

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Mitos y leyendas de Espana, Mitos y leyendas de Chile, Mitos y leyendas de centroamerica y sudamérica, Gramática: las nueve categorías lexicales. Análisis y ejemplos., Gramática: oraciones sustantivas, Gramática: Modo subjuntivo.

Cultura mexicana (23 weeks)
Authors:

Conceptual Understanding

ATL 🌟 Communication

MYP Assessment Criteria
Unit Title

Knowledge and Skills
Descubrir diferentes aspectos sobre la cultura mexicana, ser críticos emitiendo juicios de valores. Gramática: indicativo/subjuntivo.

TIERRA (13 weeks (52 hours))
Authors: Maria Isabel (Maribel) Sanchez | Maribel

Key Concepts
- Creativity

Related Concepts
- Language acquisition: Phases 3-4
  - Context
  - Conventions
  - Empathy
  - Meaning
  - Message
  - Point of view
  - Purpose
  - Structure
  - Word choice
- Language acquisition: Phases 5-6
  - Argument
  - Context
  - Empathy
  - Inference
  - Point of view

Global context

Globalization and sustainability
- Exploration to Develop:
  - Markets, commodities and commercialization
  - Human impact on the environment
  - Consumption, conservation, natural resources and public goods

Conceptual Understanding
Usar la creatividad para desarrollar ideas que puedan fomentar y mantener el respeto hacia el medio ambiente

Statement of Inquiry:
- ¿Qué podemos aportar en nuestra vida cotidiana para defender el medioambiente y salvaguardar la Tierra?

Inquiry Questions:
- C Estimular el pensamiento crítico para que los alumnos lleguen a deducir que existe basura que se recicla mejor y la unida manera es NO PRODUCIRLA: ¿Se puede conseguir no producir basura? ¿Qué es reciclar?
- D en la línea del límite al consumo y al consumismo: ¿Podemos vivir con una economía de los años de los años 60? reciclar? sostenibilidad

ATL

Language acquisition
- Comprehending spoken and visual text
  - i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations
  - ii. interpret conventions
  - iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
  - iv. analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations
• ii. analyse conventions
• iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

B: Comprehending written and visual text
• i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
• ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
• i. analyse and draw conclusions from information, main ideas and supporting details
• ii. analyse basic conventions including aspects of format and style, and author’s purpose for writing
• iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

C: Communicating in response to spoken and/or written and/or visual text
• i. respond appropriately to spoken, written and visual text in a range of familiar and unfamiliar situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
• iii. express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations
• iv. communicate with a sense of audience and purpose.
• i. respond appropriately to spoken, written and visual text in a range of social and some academic situations
• ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
• iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
• iv. communicate with a sense of register, purpose and style.

D: Using language in spoken and/or written form
• i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
• ii. organize information and ideas into a structured text; use a wide range of cohesive devices
• iii. use language to suit the context.
• i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
• ii. organize information and ideas; use a wide range of cohesive devices
• iii. use language to suit the context.

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Read critically and for comprehension
• Make inferences and draw conclusions

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines

Research
VI. Information literacy skills
• Access information to be informed and inform others
• Make connections between various sources of information
• Present information in a variety of formats and platforms
• Process data and report results
• Understand and use technology systems
<table>
<thead>
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<th>MYP Assessment Criteria</th>
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<td>A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form</td>
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**Knowledge and Skills**


**MYP 5: Eng: unit 3: conflicts**

*(12 weeks (80 hours))*

**Authors:** Yael Artom, Tania Rondonina, Nicole Bender, Maria Isabel (Maribel) Sanchez | Maribel

<table>
<thead>
<tr>
<th>Key &amp; Related Concepts</th>
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<tbody>
<tr>
<td><strong>Key Concepts</strong></td>
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<tr>
<td>Communication</td>
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<tr>
<td>Related Concepts</td>
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<tr>
<td>Language acquisition: Phases 5-6</td>
</tr>
<tr>
<td>• Argument</td>
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<td>• Audience</td>
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<td>• Stylistic choices</td>
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**Global context**

*Exploration to Develop:*

Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

**Conceptual Understanding**

Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts. For example, different points of view become convincing arguments when appropriate stylistic choices are made for the purposes of persuasion.

**Statement of Inquiry:**

Feelings and ideas about conflicts are expressed through different stylistic choices that affect the way in which the audience reacts

**Inquiry Questions:**

- **F**: What is a conflict? What types of conflicts are there?
- **C**: How do people express feelings and ideas about conflicts?
- **D**: Should writers take sides? Why? What are the unexpected results of conflicts?

**ATL**

**Social**

II. Collaboration skills

- Practise empathy
- Help others to succeed
- Listen actively to other perspectives and ideas
- Advocate for one’s own rights and needs

**Learning Experiences:**

Les élèves devront prendre position et défendre un point de vue donc aussi écouter les opinions des autres et se mettre à leur place

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<tr>
<td>Language acquisition:</td>
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<tr>
<td>• C: Communicating in response to spoken and/or written and/or visual text</td>
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<tr>
<td>• D: Using language in spoken and/or written form</td>
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</tbody>
</table>
Knowledge and Skills

Pensar, hablar, escribir. Describir, analizar, argumentar.
(8 weeks (32 hours))
Authors: Maria Isabel (Maribel) Sanchez | Maribel

Key Concepts
Communication

Related Concepts
Language acquisition: Phases 3-4
- Meaning
- Point of view

Global context
Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding
La capacidad de expresar claramente las ideas y emociones es fundamental para interactuar con el mundo.

Statement of Inquiry:
La conciencia y las capacidades reflexivas, analíticas y descriptivas mejoran y enaltecen ampliamente nuestra comunicación con los demás.

Inquiry Questions:
F: Qué importancia tienen la conciencia y la reflexión en nuestra comunicación con los demás?
C: Por qué es necesario desarrollar nuestra capacidad de descripción, análisis y argumentación?
D: En qué medida la reflexión y la capacidad de análisis nos pueden ayudar a mejorar nuestra comunicación oral y escrita?

ATL
Language acquisition
A: Comprehending spoken and visual text
- i. construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations
- ii. interpret conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B: Comprehending written and visual text
i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

D: Using language in spoken and/or written form

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas into a structured text; use a wide range of cohesive devices

Communication

I. Communication skills

• Give and receive meaningful feedback
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Write for different purposes
• Take effective notes in class

Social

II. Collaboration skills

• Practise empathy
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one’s own actions
• Manage and resolve conflict and work collaboratively in teams
• Listen actively to other perspectives and ideas

Self-management

III. Organization skills

• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Keep an organized and logical system of information files/notebooks

IV. Affective skills

• Mindfulness
  - Practise focus and concentration
  - Practise strategies to overcome distractions
• Perseverance
  - Demonstrate persistence and perseverance
• Emotional management
  - Practise strategies to reduce stress and anxiety
• Self-motivation
  - Practise positive thinking
• Resilience
  - Practise dealing with disappointment and unmet expectations

V. Reflection skills

• Develop new skills, techniques and strategies for effective learning
• Identify strengths and weaknesses of personal learning strategies (self-assessment)
• Consider content
  - What did I learn about today?
  - What don’t I yet understand?
• Consider ATL skills development
  - What can I already do?
• Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
• Consider ethical, cultural and environmental implications

Research

VI. Information literacy skills
• Access information to be informed and inform others
• Make connections between various sources of information
• Use critical literacy skills to analyse and interpret media communications
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions

**VII. Media literacy skills**
• Make informed choices about personal viewing experiences
• Seek a range of perspectives from multiple and varied sources

**Thinking**

**VIII. Critical thinking skills**
• Gather and organize relevant information to formulate an argument
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations
• Develop contrary or opposing arguments
• Identify obstacles and challenges

**IX. Creative thinking skills**
• Create original works and ideas; use existing works and ideas in new ways

**X. Transfer skills**
• Apply skills and knowledge in unfamiliar situations

---

**MYP Assessment Criteria**

| Knowledge and Skills | A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form |

**Knowledge and Skills**

- Composiciones literarias, teatrales, cartas, documentos y presentaciones.
- Relaciones interpersonales y autoanálisis.
- Descripción física y psicológica de nosotros mismos y de nuestros amigos.
- Principios y valores en los que debería fundarse una relación entre dos personas.
- Gramática: Oraciones subordinadas consecutivas, concesivas y condicionales.
- Verbos de cambio y perifrasis.
- Análisis, composición y conversación sobre el propio futuro.
- Estilo de discurso indirecto.
- Verbos con y sin preposiciones.
- Temas varios de cultura hispanoamericana y relacionados con la juventud (música, cine, gastronomía).

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**ANIMAL SOCIAL**

(11 weeks (44 hours))

**Authors:** Maria Isabel (Maribel) Sanchez | Maribel

**Key Concepts**

- Connections
- Creativity

**Related Concepts**

- Language acquisition: Phases 5-6
  - Argument
  - Empathy
  - Point of view
  - Voice

**Identities and relationships**

¿Qué consecuencias tiene el hecho de pertenecer a la comunidad humana? Los alumnos explorarán derechos y responsabilidades; la relación entre las comunidades.

**Global context**

- Exploration to Develop:
  - Competition and cooperation; teams, affiliation and leadership
  - Physical, psychological and social development; transitions; health and well-being;
  - Lifestyle choices
  - Identity formation, self-esteem, status, roles and role models
  - Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life
  - Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
¿Qué consecuencias tiene el hecho de pertenecer a la comunidad humana? Los alumnos explorarán derechos y responsabilidades; la relación entre las comunidades; el hecho de compartir recursos finitos con otras personas y otros seres vivos; la igualdad de oportunidades; la paz y la resolución de conflictos

Statement of Inquiry:

¿Qué consecuencias tiene ser conscientes del hecho de pertenecer a la comunidad humana?

Inquiry Questions:

C: Cómo son mis relaciones con los que me rodean?
D: Qué debemos tener en cuenta en las relaciones con los demás?: Cómo son mis relaciones con los compañeros de clase?

Language acquisition

A: Comprehending spoken and visual text
- i. analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations

B: Comprehending written and visual text
- i. analyse and draw conclusions from information, main ideas and supporting details

C: Communicating in response to spoken and/or written and/or visual text
- i. respond appropriately to spoken, written and visual text in a range of social and some academic situations
- iii. express ideas, opinions and feelings, and communicate information in a wide range of situations

D: Using language in spoken and/or written form
- i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
- ii. organize information and ideas; use a wide range of cohesive devices
- iii. use language to suit the context.

Communication

I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Take effective notes in class

MYP Assessment Criteria

A: Comprehending spoken and visual text, B: Comprehending written and visual text, C: Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form

Knowledge and Skills

Oraciones sustantivas (2) Subjuntivo Infinitivo " (3) Correspondencia de los tiempos verbales . Resto de oraciones subordinadas Pero/sino algunos verbos de cambio Estilo Indirecto. Peculiaridades. Verbos con Preposiciones/ sin preposiciones, Conocimiento de la gramática nivel Medio Alto
English (MYP 5)

Unit Title

The XIX century short story: Eros and Thanatos in the short stories of Scapigliatura and Verismo.
(6 weeks (24 hours))

Authors:

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Culture</td>
<td>Language and literature</td>
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<td></td>
<td>• Genres</td>
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<td></td>
<td>• Point of view</td>
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<td>• Theme</td>
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</table>

Key & Related Concepts

**Personal and cultural expression**

Italian: How can we express fear? Why do we express it?

**Global context**

*Exploration to Develop:*
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

How does a literary text work? How does it engage an audience? How can short stories convey fear?

**Statement of Inquiry:**

To further understand how short narratives evolved in XIX centuries among different genres ("gothic novel") and different cultural movements ("Scapigliatura" and romanticism) the students will work on inter-genre short stories that push the literary boundaries of social acceptance, rebellion and morality.

**Inquiry Questions:**

C: How do the writer rebels against society? What is the function of telling scary stories?

F: How big is our emotional vocabulary? What are the textual and visual qualities of the Gothic? How do writers convey emotional states?

D: Can literature encourage you to rebel? Can it be a dangerous influence on your mental health? Can it help us establish what is moral, balanced or right for us?

**Language and literature**

A: Analysing
- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- analyse the effects of the creator’s choices on an audience

C: Producing text
- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

**Communication**

I. Communication skills
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Take effective notes in class
- Make effective summary notes for studying
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
**Self-management**

**III. Organization skills**
- Plan short- and long-term assignments; meet deadlines
- Use appropriate strategies for organizing complex information

**IV. Affective skills**
- Mindfulness
  - Practise focus and concentration

**V. Reflection skills**
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Focus on the process of creating by imitating the work of others
- Keep a journal to record reflections

**Research**

**VI. Information literacy skills**
- Use critical literacy skills to analyse and interpret media communications

**VII. Media literacy skills**
- Seek a range of perspectives from multiple and varied sources

**Learning Experiences:**

The students will research the theme Eros and Thanatos through different media.

**Thinking**

**VIII. Critical thinking skills**
- Interpret data

**IX. Creative thinking skills**
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes

**X. Transfer skills**
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines

---

**MYP Assessment Criteria**

**Interdisciplinary:**
- B: Synthesizing
- D: Reflecting

**Language and literature:**
- A: Analysing
- C: Producing text

---

**Knowledge and Skills**

The students will have some rudiment of translating from Italian to English, mirroring similar themes in different languages/literatures...

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**Migration - Why should I care?**

(10 weeks)

**Authors:** Tania Rondanina, Donna Lee Perez

**Conceptual Understanding**

**ATL**

**Thinking**

**MYP Assessment Criteria**

**Knowledge and Skills**

Analysis and production of different text types: news reports and broadcasts. Oral activities: discussions, presentations, Research and referencing: students do research on a country of choice and will have to use MLA format as part of their referencing in the summative task. Knowledge & Skills TBD
Concordia Disaster: How does looking from different perspectives give me a clearer picture of a situation? (2 weeks)
Authors: 

Conceptual Understanding

ATL 📿 Communication

MYP Assessment Criteria
Knowledge and Skills Use non-fiction reading strategy(narrative/expository) to make comments on the article provided: "Chaotic Confusion on Concordia Bridge Aired". Literacy: "Facts to Consider" text on the Concordia provided Thinking:exploring and developing solution, making judgements and decisions,reflecting critically from different perspectives. Communication: group work and whole group discussion, Knowledge & Skills TBD

How do people/characters change in time and with experience? (14 weeks)
Authors: Donna Lee Perez, tania rondonina

Conceptual Understanding

ATL 📿 Communication 📝 Thinking

MYP Assessment Criteria
Knowledge and Skills prior reading skills of this genre as well as visual interpretation of plays seen previously

MYP5: Physics: Unit 3: How can we communicate? (12 weeks (16 hours))
Authors: Chiara Colucci

Key & Related Concepts

Key Concepts 📝 Communication 📝 Global interaction 📝 Relationships

Related Concepts 🧑‍🔬 Sciences
   • Energy
   • Patterns

Global context 🌐 Globalization and sustainability

Exploration to Develop:
Human impact on the environment
Urban planning, strategy and infrastructure

Conceptual Understanding

Global interaction is an essential ingredient to understand patterns behind certain phenomena as the transfer of energy through wave motion and to find relationships between science and environment.

Statement of Inquiry Statement of Inquiry:
Global interaction is an essential ingredient to understand patterns behind certain phenomena as the transfer of energy through wave motion and to find relationships between science and environment. As a consequence humanity will develop strategies to better live our environment.

**Inquiry Questions:**

- **F**: How do we measure a wave?
- **F**: What are sound and light?
- **F**: What kind of wave is a tsunami?
- **C**: How does wave motion differ from other kinds of motion?
- **C**: Where is the kinetic energy in wave motion?
- **C**: How does our experience of waves affect the way we cope with a tsunami?
- **D**: To what extent have improved our knowledge of waves helps us in contrasting tsunami?

---

**Sciences**

- **C**: Processing and evaluating
  - i. present collected and transformed data
  - ii. interpret data and explain results using scientific reasoning
  - iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
  - iv. evaluate the validity of the method

---

**Communication**

- **I. Communication skills**
  - Read a variety of sources for information and for pleasure
  - Use and interpret a range of discipline-specific terms and symbols
  - Take effective notes in class
  - Make effective summary notes for studying
  - Structure information in summaries, essays and reports

---

**Research**

- **VI. Information literacy skills**
  - Process data and report results

---

**MYP Assessment Criteria**

- **Sciences:**
  - A: Knowing and understanding
  - C: Processing and evaluating

---

**Knowledge and Skills**

Students will: - Find out which waves are affecting us and how: Definition of period and frequency Representing waves and definition of wavelength Wave speed formula and its application to tsunami - Wave phenomena Reflection (through practical activities) Refraction - Wave energy can be destructive and how we can contain the risks associated with it Lab work on tsunami - The usage of microwave oven and the measurement of the speed of light Lab work on measuring the speed of light using a chocolate bar

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**Writing to Persuade (4 weeks)**

**Authors:** tania rondanina

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**Conceptual Understanding**

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**ATL Communication**
Unit Title

and LIST, students focus on the language of persuasion and its features in context. Speeches and Appeals (leaflets and letters) will be used as text type examples to practise with the language conventions of this type of writing.

Universal language
(4 weeks (22 hours))
Authors: Paolo Carta, Tania Rondanina, Donna Lee Perez, Serena Salis

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

MYP5: Biology: Unit 3: How have different forms of life arisen?
(3 weeks (6 hours))
Authors: Monica Stauder

Key & Related Concepts

Key Concepts
• Change

Related Concepts
• Sciences
  • Environment
  • Interaction

Global context
• Globalization and sustainability

Conceptual Understanding
Species change over time through interactions with their environment.

Statement of Inquiry:
Species change over time through interactions with their environment: the evolution of humans has impacted global biodiversity in ways that may not be sustainable.

Inquiry Questions:
• F: What effects do genetic mutations have on the survival of species?
• C: What occurs during the process of natural selection?
• C: How have changes in the habitat led to the development of new species?
• D: To what extent have humans and their lifestyles driven the evolution of other species?

Thinking

VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Evaluate evidence and arguments

IX. Creative thinking skills
• Make guesses, ask “what if” questions and generate testable hypotheses
• Apply existing knowledge to generate new ideas, products or processes

MYP Assessment Criteria

• Sciences:
  • A: Knowing and understanding
  • D: Reflecting on the impacts of science
### Knowledge and Skills

**Topics:** Evolution, natural selection, speciation, biodiversity

---

### Italian (MYP 5)

**Unit Title**

**MYP5 ITALIAN UNIT 1 (gosio): Le funzioni della lingua: l'italiano nei contesti comunicativi**

(4 weeks (30 hours))

**Authors:** Sarina Gosio

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#### Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Language and literature</td>
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<tr>
<td></td>
<td>• Self-expression</td>
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<td>• Structure</td>
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<td>• Style</td>
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#### Global context

- **Personal and cultural expression**

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#### Conceptual Understanding

- **Sperimentare e conoscere la struttura di varie espressioni testuali**

---

#### Statement of Inquiry

**Statement of Inquiry:**

Importanza della conoscenza della lingua e delle sue variazioni nelle strutture comunicative

**Inquiry Questions:**

- Conoscere le regole e sperimentare la lingua è la base dell'efficacia comunicativa: so usare la mia madrelingua per comunicare? conosco le regole che sottendono a analisi efficace comunicazione adeguata al contesto?

---

#### Language and literature

- **A: Analysing**
  - analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts

- **B: Organizing**
  - employ organizational structures that serve the context and intention

- **C: Producing text**
  - make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
  - select relevant details and examples to develop ideas.

- **D: Using language**
  - use appropriate and varied vocabulary, sentence structures and forms of expression
  - write and speak in a register and style that serve the context and intention
  - use correct grammar, syntax and punctuation

---

#### ATL

- **Communication**

  - **I. Communication skills**
    - Give and receive meaningful feedback
    - Use intercultural understanding to interpret communication
    - Use a variety of speaking techniques to communicate with a variety of audiences
    - Use appropriate forms of writing for different purposes and audiences
    - Use a variety of media to communicate with a range of audiences
    - Negotiate ideas and knowledge with peers and teachers
    - Participate in, and contribute to, digital social media networks
    - Collaborate with peers and experts using a variety of digital environments and media
Unit Title

- Share ideas with multiple audiences using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Preview and skim texts to build understanding
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Thinking

VIII. Critical thinking skills
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Recognise and evaluate propositions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
- Propose and evaluate a variety of solutions
- Use models and simulations to explore complex systems and issues

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make unexpected or unusual connections between objects and/or ideas
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Generate metaphors and analogies

X. Transfer skills
- Apply skills and knowledge in unfamiliar situations
- Compare conceptual understanding across multiple subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Change the context of an inquiry to gain different perspectives

Social

MYP Assessment Criteria
B: Organizing, C: Producing text, D: Using language

Knowledge and Skills
Si rivedono tutte le tipologie testuali e le loro caratteristiche e si sperimenta la loro applicazione in svariati contesti

MYP5: ITALIAN UNIT 2: Les miserables. (Gosio)
(4 weeks (36 hours))
Authors: Sarina Gosio

Key Concepts
- Identity

Related Concepts
- Language and literature
  - Character
  - Genres
  - Intertextuality

Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Orientation in space and time
Unit Title

 Exploration to Develop:
 Natural and human landscapes and resources

Conceptual Understanding
Generi narrativi a confronto: cinema, musical, romanzo. Lo sviluppo dei personaggi e la loro evoluzione nella vicenda. Rapporti con il contesto storico sociale.

Statement of Inquiry:
Individuo e società: interazioni e scontri

Inquiry Questions:
D come si costruisce un'identità? : un uomo può cambiare? cosa mette in crisi un'identità?

Language and literature

A: Analysing
• analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
• analyse the effects of the creator’s choices on an audience
• justify opinions and ideas, using examples, explanations and terminology
• evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing
• employ organizational structures that serve the context and intention
• organize opinions and ideas in a sustained, coherent and logical manner

C: Producing text
• produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
• make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in a register and style that serve the context and intention
• use correct grammar, syntax and punctuation

ATL Communication

I. Communication skills
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Negotiate ideas and knowledge with peers and teachers
• Participate in, and contribute to, digital social media networks
• Collaborate with peers and experts using a variety of digital environments and media
• Read critically and for comprehension
• Make inferences and draw conclusions
• Write for different purposes
• Paraphrase accurately and concisely
• Take effective notes in class
• Use a variety of organizers for academic writing tasks
• Structure information in summaries, essays and reports

Thinking

VIII. Critical thinking skills
• Gather and organize relevant information to formulate an argument
• Interpret data
• Draw reasonable conclusions and generalizations
• Formulate factual, topical, conceptual and debatable questions
• Consider ideas from multiple perspectives
• Develop contrary or opposing arguments
The XIX century short story: Eros and Thanatos in the short stories of Scapigliatura and Verismo. (6 weeks (24 hours))

Key Concepts
- Culture

Related Concepts
- Language and literature
  - Genres
  - Point of view
  - Theme

Personal and cultural expression
- Italian: How can we express fear? Why do we express it?

Exploration to Develop:
- Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding
- How does a literary text work? How does it engage an audience? How can short stories convey fear?

Statement of Inquiry:
To further understand how short narratives evolved in XIX centuries among different genres (“gothic novel”) and different cultural movements (“Scapigliatura” and romanticism) the students will work on inter-genre short stories that push the literary boundaries of social acceptance, rebellion and morality.

Inquiry Questions:
- C: How do the writer rebels against society? What is the function of telling scary stories?
- F: How big is our emotional vocabulary? What are the textual and visual qualities of the Gothic? How do writers convey emotional states?
- D: Can literature encourage you to rebel? Can it be a dangerous influence on your mental health? Can it help us establish what is moral, balanced or right for us?
A: Analysing
• Analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
• Analyse the effects of the creator’s choices on an audience

C: Producing text
• Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Negotiate ideas and knowledge with peers and teachers
• Collaborate with peers and experts using a variety of digital environments and media
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Take effective notes in class
• Make effective summary notes for studying
• Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Self-management
III. Organization skills
• Plan short- and long-term assignments; meet deadlines
• Use appropriate strategies for organizing complex information

IV. Affective skills
• Mindfulness
  - Practise focus and concentration

V. Reflection skills
• Demonstrate flexibility in the selection and use of learning strategies
• Try new ATL skills and evaluate their effectiveness
• Focus on the process of creating by imitating the work of others
• Keep a journal to record reflections

Research
VI. Information literacy skills
• Use critical literacy skills to analyse and interpret media communications

VII. Media literacy skills
• Seek a range of perspectives from multiple and varied sources

Learning Experiences:
The students will research the theme Eros and Thanatos through different media.

Thinking
VIII. Critical thinking skills
• Interpret data

IX. Creative thinking skills
• Use brainstorming and visual diagrams to generate new ideas and inquiries
• Make guesses, ask "what if" questions and generate testable hypotheses
• Apply existing knowledge to generate new ideas, products or processes

X. Transfer skills
• Compare conceptual understanding across multiple subject groups and disciplines
• Make connections between subject groups and disciplines

MYP Assessment Criteria
Interdisciplinary:
• B: Synthesizing
• D: Reflecting

Language and literature:
• A: Analysing
• C: Producing text

Knowledge and Skills
The students will have some rudiment of translating from Italian to English, mirroring similar themes in different language/literatures...
**Science and respiration**  
(1 week (22 hours))  
Authors:

**Conceptual Understanding**

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

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**Tra storia e realtà: il romanzo**  
(2 weeks (4 hours))  
Authors: Sarina Gosio

**Conceptual Understanding**

**MYP Assessment Criteria**

**Knowledge and Skills**

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**MYP5 Italian A Unit 1 - I generi della poesia (Andreani)**  
(14 weeks)  
Authors: Alessandro Andreani

**Key & Related Concepts**

**Key & Related Concepts**

**Language and literature**

**Perspective**

**Related Concepts**

- Self-expression
- Structure
- Style
- Theme

**Global context**

**Identities and relationships**

**Personal and cultural expression**

**Conceptual Understanding**

Confrontarsi con testi poetici implica la capacità di cambiare la prospettiva e l’angolazione da cui osserviamo, Per farlo è necessario porci domande su una pluralità di temi, strutture, stil e tecniche espressive.

**Statement of Inquiry:**

Leggere poesia è un modo di conoscere se stessi, uno strumento che ci permette di cambiare prospettiva e indagare le nostre sfaccettature.

**Inquiry Questions:**

\[ F \]: Come leggere, interpretare e analizzare un testo poetico?

\[ C \]: Quanti significati può suggerire un testo poetico?

\[ D \]: La poesia è la miglior forma letteraria per esprimere se stessi?

**ATL**

**Language and literature**
A: Analysing
• analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
• analyse the effects of the creator’s choices on an audience
• justify opinions and ideas, using examples, explanations and terminology
• evaluate similarities and differences by connecting features across and within genres and texts.

D: Using language
• use appropriate and varied vocabulary, sentence structures and forms of expression
• write and speak in a register and style that serve the context and intention
• use correct grammar, syntax and punctuation
• spell (alphabetic languages), write (character languages) and pronounce with accuracy
• use appropriate non-verbal communication techniques.

Communication
I. Communication skills
• Use intercultural understanding to interpret communication
• Use appropriate forms of writing for different purposes and audiences
• Negotiate ideas and knowledge with peers and teachers
• Read critically and for comprehension
• Make inferences and draw conclusions
• Use and interpret a range of discipline-specific terms and symbols
• Paraphrase accurately and concisely
• Take effective notes in class
• Structure information in summaries, essays and reports

Thinking
VIII. Critical thinking skills
• Recognise and evaluate propositions
• Consider ideas from multiple perspectives
• Develop contrary or opposing arguments
• Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

X. Transfer skills
• Utilize effective learning strategies in subject groups and disciplines
• Inquire in different contexts to gain a different perspective
• Make connections between subject groups and disciplines

MYP Assessment Criteria
A: Analysing, B: Organizing, C: Producing text, D: Using language

Knowledge and Skills
Lettura, comprensione, interpretazione e analisi dei seguenti generi della poesia: - La poesia narrativa. - La poesia lirica. - La poesia satirica. - La poesia civile.

Figure retoriche, poesia e comunicazione (3 weeks)
Authors:

Conceptual Understanding

ATL
Communication

MYP Assessment Criteria

Knowledge and Skills
Gli studenti impareranno a conoscere e padroneggiare le principali figure retoriche della tradizione letteraria -e non solo- della lingua italiana, in modo sia da riconoscerle e apprezzarle nella lettura, sia da utilizzarle nella scrittura.
Unit Title

Figure retoriche, poesia e comunicazione (3 weeks)
Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Knowledge and Skills

Le forme dell'amore - Dal Dolce Stil Novo alla Commedia (5 weeks (6 hours))
Authors: Sarina Gosio

Key & Related Concepts

Key Concepts
- Culture

Related Concepts
- Language and literature
- Point of view

Identities and relationships

Global context

Exploration to Develop:
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

Conceptual Understanding

'evoluzione del concetto di amore in Dante. Dal peccato alla salvezza.

Statement of Inquiry:
Dante esamina in modo crescente le varie forme in cui l’amore può mostrarsi e le conseguenze a cui può condurre. Percorso di approfondimento e analisi, correlato a dibattiti e momenti introsettivi. Testo argomentativo e testo soggettivo.

Inquiry Questions:

D esistono molti modi per esperire l’amore. L’amore ha molti volti, molti ruoli nella nostra vita?

C Dante ha seguito un suo percorso evolutivo nella concezione dell’amore: quale ruolo può ricoprire l’amore nella vita di un individuo? Può l’amore condurre alla salvezza? Come?

ATL

MYP Assessment Criteria

Knowledge and Skills

Baudelaire, Leopardi and Nature (1 week)
Authors:

Conceptual Understanding

ATL

Thinking
**Unit Title**

**MYP Assessment Criteria**

**Knowledge and Skills** Critical reading, research and lexicon enrichment

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L'Orlando Furioso e l'epica cavalleresca in europa.
(7 weeks (24 hours))
Authors:

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<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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</thead>
<tbody>
<tr>
<td>Aesthetics</td>
<td>Language and literature</td>
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<tr>
<td></td>
<td>• Character</td>
</tr>
<tr>
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<td>• Setting</td>
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</table>

### Identities and relationships

**Exploration to Develop:**
Identity formation, self-esteem, status, roles and role models

---

**Conceptual Understanding**

**Statement of Inquiry:**

The concept at the bottom of epic is what defines the 'hero' in a certain cultural setting. The course will use epic chivalry to inquire about different kinds of 'heroism'. We will also use Ludovico Ariosto's ironic view of chivalry as a guide through different works that defined the genre, included Don Quixote and the Orlando Furioso.

**Inquiry Questions:**

- **C**: What is a hero? How does a culture define heroism?
- **F**: How does the concept of heroism relate to my life?
- **D**: Do we need that concept? Do we need models? How does society shape models?

---

**ATL**

**MYP Assessment Criteria**

- **A: Analysing**, **B: Organizing**, **C: Producing text**, **D: Using language**

**Knowledge and Skills** General understanding on how renaissance 'epics' work.

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Dante all’incrocio delle culture
(4 weeks (10 hours))
Authors: Sarina Gosio

<table>
<thead>
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<tbody>
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<td>Perspective</td>
<td>Language and literature</td>
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<td>• Point of view</td>
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### Identities and relationships

**Exploration to Develop:**
Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
## Unit Title

### Conceptual Understanding

La percezione di se stessi e del mondo per una persona del Medioevo. Dante assimila parti culture diverse ne respinge altre parti. E noi?

### Statement of Inquiry:

Rapportarsi con culture diverse. Nel Medioevo e oggi.

### Inquiry Questions:

- **F** come si pone l'uomo medievale nei confronti della conoscenza. come esplora il mondo, la natura, la civiltà, la politica, i sentimenti: come legge la natura, la politica, i sentimenti una persona del medievo?

- **C** Dante inserito nella storia e nella vita. nella politica e nella fede: come legge il suo tempo dante?

- **F** accogliere e respingere l'altro in Dante: come si pone un uomo medievale nei confronti del classicismo? e nei confronti dell'islam?

- **D** accettare che ogni cultura evolve attraverso l'interazione con altre, anche quando le altre sembrano così diverse, ostili o incomprensibili: quali sono le culture diverse dalla nostra con cui noi oggi veniamo in contatto? quali è il nostro atteggiamento? cosa salviamo a cosa ci opponiamo? cosa fa già parte della nostra cultura?

### Communication

#### Communication skills

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Read critically and for comprehension
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Structure information in summaries, essays and reports

### ATL

#### Thinking

### MYP Assessment Criteria

**A:** Analysing, **C:** Producing text

### Knowledge and Skills

Le seguenti opere di Dante: "Tanto gentile e tanto onesta pare" Tavole con universo dantesco Canto 1 Purgatorio Parti del canto 15 Paradiso Parte finale del canto 33 Paradiso Pagine critiche dal libro di testo e da fotocopie date

### Lettere e biografie (4 weeks)

#### Authors:

### Conceptual Understanding

### ATL

#### Communication

### MYP Assessment Criteria

**Language A:**

- **B:** Organization
- **C:** Style and language

### Knowledge and Skills

Reading, observing, writing, taking notes, reporting what they have seen in the exhibition in words., Knowledge & Skills TBD
### Petrarca (3 weeks)
**Authors:**

**Conceptual Understanding**

ATL 📩 Communication

**MYP Assessment Criteria**

**Knowledge and Skills**

Capacità di lettura di testi in italiano arcaico Capacità di analisi storico/letteraria, Capacità di sintetizzare e riassumere materiale accademico in modo da metterlo a disposizione dei compagni di classe.

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### Epica e teatro antichi (4 weeks)
**Authors:**

**Conceptual Understanding**

**ATL**

**MYP Assessment Criteria**

**Knowledge and Skills**

reading of primary and secondary literature, reading and watching theatre

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### Nuove allegorie
(4 weeks (4 hours))
**Authors:** Sarina Gosio

**Conceptual Understanding**

**MYP Assessment Criteria**

**Knowledge and Skills**

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**MYP5 ITALIAN UNIT 3 (Gosio): WikipeMia (4 weeks (10 hours))
Authors:** Sarina Gosio, Alberto Damiano

**Key & Related Concepts**

**Key Concepts**

- Global interaction

**Related Concepts**

- Language and literature
  - Intertextuality
  - Structure

---

**Global context**

**Personal and cultural expression**

Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

---

**Conceptual Understanding**

come utilizzare le fonti e come far divenire il nostro lavoro una fonte attendibile

---

**Statement of Inquiry**

Statement of Inquiry:
Posso scrivere una voce per Wikipedia in modo che sia adeguata in tutte le sue parti e quindi resa pubblica?

Inquiry Questions:
F apportare contenuti aggiuntivi a un bacino di sapere condiviso: posso aggiungere qualcosa di utile a Wikipedia?
F So scegliere tra le fonti e rielaborare contenuti creando un testo informativo adatto a Wikipedia?

Language and literature
B: Organizing
- employ organizational structures that serve the context and intention
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

D: Using language
- write and speak in a register and style that serve the context and intention
- use correct grammar, syntax and punctuation

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use a variety of media to communicate with a range of audiences
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Take effective notes in class
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically

Thinking

MYP Assessment Criteria
B: Organizing, C: Producing text, D: Using language

Knowledge and Skills
Il linguaggio verbale ha due forme: lingua parlata e lingua scritta. Il testo è un messaggio linguistico compiuto e organizzato che deve seguire i 7 criteri di testualità (intenzionalità, situazionalità, informatività, intertextualità, coerenza, coesione, accettabilità) e i tre principi regolativi (efficienza efficacia, appropriatezza), il testo espositivo: tretta argomento specifico, ha scopo informativo, si basa su dati oggettivi e verificabili, ha continuità tematica e logica, segue modalità di sviluppo, è ordinato, utilizza connettivi, il registro è formale e il lessico specifico., Caratteristiche dell’italiano standard, utilizzabile nell’elaborazione o rielaborazione di voci da Wikipedia. Il registro può essere medio, il lessico specifico adeguatamente all’argomento trattato., Organizzazione di una ricerca, classificazione delle fonti e verifica delle stesse secondo i principi dell’Academic Honesty, Knowledge & Skills TBD, Linee guida dettate da Wikipedia per inserire nuove voci o modificare quelle esistenti.
Unit Title

Connections
Culture

Language and literature
- Genres
- Self-expression

Global context

Personal and cultural expression
In che modo il comico è una forma espressiva?

Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding
Gli studenti rifletteranno su che cosa nella loro cultura è 'comico' e in che modo i valori della comicità possono essere 'esportati' da una cultura all'altra e da un tempo all'altro e con quali conseguenze.

Statement of Inquiry:
La commedia come modo di esplorare le caratteristiche tipiche dell'uomo. Questa UNIT si occuperà del rapporto tra Commedia dell'Arte / teatro del Settecento/ e commedia-slapstick - commedia di costume moderno, definendo al giorno d'oggi come si sviluppa l'immagine degli "Arlecchini" nella nostra cultura occidentale.

Statement of Inquiry:
Inquiry Questions:
F: Cosa mi fa ridere e cosa non mi fa ridere? Di cosa rido e di cosa non rido?

C: Che cosa è il comico? Il comico è universale o legato a un tempo/ uno spazio preciso?

D: Si può ridere di tutto? Di cosa abbiamo bisogno di ridere? Di cosa sarebbe meglio non ridere?

Self-management

III. Organization skills
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks

IV. Affective skills
- Self-motivation
  - Practise managing self-talk

V. Reflection skills
- Consider content
  - What did I learn about today?
  - What don’t I yet understand?
  - What questions do I have now?

Research

VI. Information literacy skills
- Access information to be informed and inform others

VII. Media literacy skills
- Seek a range of perspectives from multiple and varied sources

MYP Assessment Criteria
A: Analysing, D: Using language

Knowledge and Skills
Self-expression.

Enriched revision (4 weeks)

Authors:

Conceptual Understanding
Unit Title

ATL 📚 Communication

MYP Assessment Criteria

Knowledge and Skills

Il testo prende vita
(4 weeks (12 hours))
Authors: Sarina Gosio

Key Concepts
- Development
- Systems

Related Concepts
- Language and literature
  - Character

Orientation in space and time
- Exploration to Develop:
  - Epochs, eras, turning points and "big history"
  - Peoples, boundaries, exchange and interaction
  - Evolution, constraints and adaptation

Global context

Conceptual Understanding
La letteratura nasce come rappresentazione e sviluppa nel tempo e nello spazio sistemi diversi per comunicare intrattenendo. Le caratteristiche dei personaggi sulla scena si fanno perno per lanciare messaggi e coinvolgere gli spettatori in molti diversi modi.

Statement of Inquiry:
La rappresentazione per incarnare messaggi e creare identificazione con i personaggi

Inquiry Questions:
- Quando il testo prende vita: realtà o fonzione?

Communication
I. Communication skills
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Read critically and for comprehension
- Make inferences and draw conclusions
- Take effective notes in class
- Structure information in summaries, essays and reports

ATL

MYP Assessment Criteria A: Analysing

Knowledge and Skills
Visual arts (MYP 5)

Unit Title

The XIX century short story: Eros and Thanatos in the short stories of Scapigliatura and Verismo.
(6 weeks (24 hours))

Authors:

Key & Related Concepts

Key Concepts
- Language and literature
  - Genres
  - Point of view
  - Theme

Related Concepts
- Culture
- Language and literature

Global context

Personal and cultural expression
- Italian: How can we express fear? Why do we express it?

Exploration to Develop:
- Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

How does a literary text work? How does it engage an audience? How can short stories convey fear?

Statement of Inquiry:

To further understand how short narratives evolved in XIX centuries among different genres ("gothic novel") and different cultural movements ("Scapigliatura" and romanticism) the students will work on inter-genre short stories that push the literary boundaries of social acceptance, rebellion and morality.

Inquiry Questions:

C: How do the writer rebels against society? What is the function of telling scary stories?

F: How big is our emotional vocabulary? What are the textual and visual qualities of the Gothic? How do writers convey emotional states?

D: Can literature encourage you to rebel? Can it be a dangerous influence on your mental health? Can it help us establish what is moral, balanced or right for us?

Language and literature

A: Analysing
- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- analyse the effects of the creator’s choices on an audience

C: Producing text
- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

Communication

I. Communication skills
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Take effective notes in class
- Make effective summary notes for studying
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
Self-management

III. Organization skills
- Plan short- and long-term assignments; meet deadlines
- Use appropriate strategies for organizing complex information

IV. Affective skills
- Mindfulness
  - Practise focus and concentration

V. Reflection skills
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Focus on the process of creating by imitating the work of others
- Keep a journal to record reflections

Research

VI. Information literacy skills
- Use critical literacy skills to analyse and interpret media communications

VII. Media literacy skills
- Seek a range of perspectives from multiple and varied sources

Learning Experiences:
The students will research the theme Eros and Thanatos through different media.

Thinking

VIII. Critical thinking skills
- Interpret data

IX. Creative thinking skills
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes

X. Transfer skills
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines

MYP Assessment Criteria

Interdisciplinary:
- B: Synthesizing
- D: Reflecting

Language and literature:
- A: Analysing
- C: Producing text

Knowledge and Skills
The students will have some rudiment of translating from Italian to English, mirroring similar themes in different language/literatures...

Sculpture and structure
(4 weeks (8 hours))
Authors: Katherine Terlato

Key Concepts
- Creativity
- Form

Related Concepts
- Arts: Visual arts
  - Composition
  - Presentation

Scientific and technical innovation
These topics are important in Visual Arts as sculpture is one of the most used mediums in contemporary art today. Exploring the technical methods that we need to use in order to make a structure stand alone leads to creative thinking and problem solving. Developing processes that allow structures to be built in creative ways is very much a part of our contemporary skyline and daily habits.

Exploration to Develop:
Unit Title
Systems, models, methods; products, processes and solutions

Conceptual Understanding
Understanding how to create a standing structure
Learning the steps involved in order to join components and realise a solid form.

Statement of Inquiry
How does an artist develop and make a strong creative structure?

Inquiry Questions:
F: How do we use paper maché to make a structure? What are the steps involved?
C: How can we communicate with a sculpture? Does it communicate with us?
D: What are the best materials for a sculpture and why?

ATL

Arts
A: Knowing and understanding
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Communication
I. Communication skills
- Negotiate ideas and knowledge with peers and teachers

Learning Experiences:
- Students will have the opportunity to develop their ideas independently, within the class environment with the teacher's help
- They will then collaborate in pairs, combining and discussing and what they can take from each other's plans to use in their combined project. This is done via evaluation of ideas and possible outcomes of each student's design.

Thinking

MYP Assessment Criteria
B: Developing skills, C: Thinking creatively

Knowledge and Skills
Precision in painting, evaluation of ideas and process., Understanding of structure and design from the previous unit of Architecture V. Art

Graffiti and stencil art is changing the modern world.
(4 weeks (12 hours))
Authors: Katherine Terlato, Nicole Bender

Key & Related Concepts

Key Concepts
Culture

Related Concepts
Arts: Visual arts
- Composition
- Representation
- Visual culture

Personal and cultural expression
We are looking at stenciling as graffiti art to understand its social commentary and standing in society. Art is used as a tool to communicate ideas and political views, as a tool for peaceful protest and commentary. It is becoming increasingly important for students to be aware of different ways in which one can express their views in a non-violent manner and they need to understand this in order to help them create their own opinions and express them in a creative manner.
Unit Title

**Unit Title**

**Exploration to Develop:**

Social constructions of reality; philosophies and ways of life; belief systems; ritual and play

**Conceptual Understanding**

- Graffiti and contemporary stencil art often look at modern culture, lifestyle, commercialism and politics. They comment on modern western society and our ways of living, representing them in simple, yet effective format, allowing the viewer to (often) immediately understand the meaning behind the work.

**Statement of Inquiry:**

Art as political, social and commercial commentary.

**Inquiry Questions:**

- **A** Artists making peaceful protests by way of wall and stencil art.: How can I make a stencil representing my point of view on social, economic, commercial or political events?
- **B** The influence of artistic culture on common society: Has Banksy become more influential than Warhol?
- **F** The value of commercial art: How did Warhol become a renowned artist?

**ATL**

- **Arts**
  - **A: Knowing and understanding**
    - iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
  - **Thinking**
    - **IX. Creative thinking skills**
      - Make unexpected or unusual connections between objects and/or ideas

**Learning Experiences:**

- Students will be encouraged to work on conceptual ideas that represent real issues affecting them in their life in some way. Students will have to consider alternatives to the obvious representation of their point of view and develop different images that could show how they feel about certain issues.

**MYP Assessment Criteria**

- **A: Knowing and understanding, B: Developing skills, C: Thinking creatively, D: Responding**

**Knowledge and Skills**

Skills in technical application and presentation as worked on in previous units, both in MYP4 and 3. New mediums: stencil and spray paint application to be learned. Basic knowledge of contemporary art taken from MYP4 and developed in this unit: Focus artists are Banksy and Ai Weiwei. How do they express their ideas of social and political corruption through art? Illustrating your point of view in a conceptual manner developed further from MYP4, the use of collage as a base for a stencil, understanding the impact of one or two words to make a political statement and send a message through to the public about your beliefs. Looking at how contemporary art has changed in the last decade and how stencil art has become the one of the most popular media for visual art. Debating the social issue of is graffiti art?

**The Working World of Film**

(4 weeks (12 hours))

**Authors:** Katherine Terlato

**Key Concepts**

- Perspective

**Related Concepts**

- Arts: Visual arts
  - Audience
  - Genre
  - Presentation
Global context

As film is a major part of society, it is an extremely important art form that impacts on daily life. Understanding the construction of a film is important in order to remain informed about what one is watching and why such decisions are made for the viewer. It is important for students to understand as it is a part of pop culture, it influences their lives, from movie stars to music to theme. Film has risen to be one of the most lucrative industries in the world. It is in the interest of everybody to understand how film works.

Exploration to Develop:
Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument

Conceptual Understanding

looking at film to understand how it is made
looking at film structure to comprehend and read a film - why is it so?
Understanding the importance of all aspects of film and how they combine to create a final, coherent result

Statement of Inquiry:

Film as a working industry: The importance of creative components such as music, costume, language, lighting in creating a film that is coherent, interesting and successful.

Inquiry Questions:
D: How do the working components of a film create the final result?
F: What does a film require in order to be coherent
C: What does Monoform and the Media Crisis mean in today’s world?

Arts

A: Knowing and understanding
• i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

Thinking

VIII. Critical thinking skills
• Draw reasonable conclusions and generalizations

Learning Experiences:
• Students will be able to analyse and deconstruct a film
• Study and understand the components of a film
• Discuss as a group the results of said components
• Express their ideas individually - developing their arguments

MYP Assessment Criteria

A: Knowing and understanding, D: Responding

There are no prior skills regarding this unit in MYP4, it is a completely new learning platform. In MYP4 Students will study different scenes from films and contemporary T.V, learn the components of a film and how a film is constructed through the use of diagrams and the explanation of the Media Crisis/Monoform (Peter Watkins) In MYP5 students revise the work of Monoform learned in MYP4 in order to create a clear and coherent film/documentary. They learn the use of Premier Pro, a professional level film editing software. This allows the students to use it for any subject and any type of presentation, even Personal Project. Students will learn to collaborate as a group to manage the computer program effectively. They will look at their works objectively to further their skills in artistic analysis.
Comics (4 weeks (8 hours))
Authors: Nicola Roccatagliata

Key Concepts
- Aesthetics
- Creativity

Related Concepts
- Arts: Visual arts
  - Audience
  - Composition
  - Narrative
  - Visual culture

Global context

Personal and cultural expression
Studying comics helps us to understand one of the world’s most important and culturally significant art forms. These concepts are important as they are a part of our everyday lives, influencing advertising, cinema and dress. It is important for students to understand as it is a culture in which they are growing up in. Comics, from the beginning has been an influencing art form in many areas.

Conceptual Understanding

Statement of Inquiry:
Comics throughout time and their impact on society

Inquiry Questions:
- C: How can I create my own comic?

ATL

MYP Assessment Criteria
A: Knowing and understanding, B: Developing skills

Knowledge and Skills

I am the artist
(5 weeks (15 hours))
Authors: Katherine Terlato

Key Concepts
- Communication

Related Concepts
- Arts: Visual arts
  - Audience
  - Expression
  - Innovation
  - Representation

Global context

Orientation in space and time
We are engaged in this enquiry in order to widen our understanding of our own contemporary art and how it reflects and represents the life we are living. These concepts are important as art has/is becoming one of the most influential forms of non-verbal communication by raising awareness on global issues, creating questions and involving the viewer in the art. It is important for the students to understand this as contemporary art is present in all forms of contemporary culture: media, advertising, fashion, architecture etc. People care about this topic as contemporary art is controversial, interesting, annoying, pushes boundaries both of the individual viewer and of society as a whole, but above all, it is the possibility for the individual to express themselves like no one else.

Exploration to Develop:
Peoples, boundaries, exchange and interaction
<table>
<thead>
<tr>
<th><strong>Unit Title</strong></th>
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<table>
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<tr>
<th><strong>Conceptual Understanding</strong></th>
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<tbody>
<tr>
<td>Looking at how each individual student has grown creatively over the course of the MYP. The importance of creative individuality and the ability to express yourself through a preferred artistic medium.</td>
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<table>
<thead>
<tr>
<th><strong>Statement of Inquiry</strong></th>
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<tbody>
<tr>
<td><strong>Statement of Inquiry:</strong></td>
</tr>
<tr>
<td>How I have learned to communicate through visual art.</td>
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<table>
<thead>
<tr>
<th><strong>Inquiry Questions:</strong></th>
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<tbody>
<tr>
<td>F: What medium do I want to use and why?</td>
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<tr>
<td>C: How many ways can one read a contemporary art piece?</td>
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<tr>
<td>D: How does my art communicate best with the viewer?</td>
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<tr>
<th><strong>ATL</strong></th>
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| **Arts** |
| D: Responding |
| • iii. critique the artwork of self and others. |

<table>
<thead>
<tr>
<th><strong>Communication</strong></th>
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<table>
<thead>
<tr>
<th><strong>I. Communication skills</strong></th>
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<tbody>
<tr>
<td>• Use a variety of media to communicate with a range of audiences</td>
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<table>
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<tr>
<th><strong>Learning Experiences:</strong></th>
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<tr>
<td>Students will have the opportunity to present their work, deciphering it for the class using various form of communication such as imagery, projection, slide show, posters, speech.</td>
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| **Thinking** |

<table>
<thead>
<tr>
<th><strong>MYP Assessment Criteria</strong></th>
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<tbody>
<tr>
<td>B: Developing skills, C: Thinking creatively, D: Responding</td>
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<table>
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<tr>
<th><strong>Knowledge and Skills</strong></th>
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<tr>
<td>Within this unit students will have various tasks in which they can explore art both practically and theoretically. They will have the opportunity to enhance their illustration skills through the decoration of the IB learner profile word for the school 'Passionate'. They can use any kind of medium they wish and will be guided individually by the teacher when needed. They will then follow on from this project and create their own final artwork for MYP before moving onto the DP. They will have the opportunity to use any artistic medium they wish, creating a practical work that represents what they have learned over the course of the MYP, both in application, creativity and response to the creative world they now know. Students will present an artist that inspired them to the class, relating it back to their practical work. Student will utilise their individual research skills in any way they prefer. Knowledge &amp; Skills TBD</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Photography: the interpretation of the reality (16 weeks (32 hours))</strong></th>
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<tbody>
<tr>
<td><strong>Authors:</strong> Nicola Roccatagliata</td>
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| **Key Concepts** |
| Key & Related Concepts |
| Communication |

| **Related Concepts** |

<table>
<thead>
<tr>
<th>Arts: Visual arts</th>
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<tbody>
<tr>
<td>• Composition</td>
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<tr>
<td>• Expression</td>
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<tr>
<td>• Narrative</td>
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<table>
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<tr>
<th><strong>Global context</strong></th>
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| **Personal and cultural expression** |

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<tr>
<th><strong>Conceptual Understanding</strong></th>
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<tr>
<td>We are completely immersed in a world where images play an important role but when it comes the time to shot a meaningful picture are we able to achieve that?</td>
</tr>
</tbody>
</table>
Statement of Inquiry:
Inquiry Questions:

F: What is the minimum technical knowledge that allows to catch a picture having the control of the camera?

C: Can photography be defined as the new expression of art?

D: Is the expression of photography an universal message or follows the rules of country spaces?

History (MYP 5)
Unit Title
" East is East and West is Best? 
The Cold War. 1945 - 1991
(18 weeks (54 hours))
Authors: Martin Bradley

Key Concepts
Systems

Related Concepts
Individuals and societies: History
- Identity
- Ideology

Global context
Identity formation, self-esteem, status, roles and role models
Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Conceptual Understanding
Being part of a system, adhering to an ideology creates a strong sense of Identity but can also lead to friction with a " Are you one of them or one of us mentality? "

Statement of Inquiry:
A Bi-Polar system after WWII and conflicting ideologies strongly shaped the latter half of the Twentieth Century.

Inquiry Questions:
Unit Title

**F**: How did Bi-Polarism after WWII and conflicting ideologies shape the latter half of the Twentieth Century?

**D**: Is it part of Human Nature for people to be "Tribal" and to divide into Competing Groupings?

**C**: Must we all conform to A System or Systems in one form or another? And Non-Conformism or those who do not want to fit in the System??

---

**Individuals and societies**

**A: Knowing and understanding**
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

**C: Communicating**
- i. communicate information and ideas effectively using an appropriate style for the audience and purpose

**D: Thinking critically**
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations

---

**ATL**

**Thinking**

**VIII. Critical thinking skills**
- Evaluate evidence and arguments

---

**MYP Assessment Criteria**

**A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically**

**Knowledge and Skills**

- McCarthyism and The Red Scare In USA: Stalinization of E.Europe: Cuban Missile Crisis: Berlin Wall: Vietnam War: Solidarity Movement Poland: Reagan and Gorbachev: Collapse of Communism and The USSR

---

"Into the Unknown or Back to The Known?" Transformation Twentieth to TwentyFirst Century.
1991 - Today
(16 weeks (48 hours))
Authors: Martin Bradley

---

**Key Concepts**

- Change

**Related Concepts**

- Individuals and societies: History
  - Civilisation
  - Culture

---

**Globalization and sustainability**

**Global context**

- Exploration to Develop:
  - Markets, commodities and commercialization
  - Human impact on the environment
  - Commonality, diversity and interconnection
  - Consumption, conservation, natural resources and public goods
  - Population and demography
  - Urban planning, strategy and infrastructure

---

**Conceptual Understanding**

- Civilization is Moving Backwards Not Forwards due to an Omnipotent Culture of Capitalism, Greed, Ignorance and Class Division of "Have and Have Nots" Imposed by a Minority Ruling Elite over The Masses.

---

**Statement of Inquiry**

- Statement of Inquiry:
Civilization In The TwentyFirst Century is Regressing Not Progressing for many Individuals and Societies due to an Inherent Inequality in the Distribution of Wealth, Power and Well-Being of Mankind Historically.

Inquiry Questions:

F "A Waning American Hegemony and a Predominant Unregulated Capitalism Has Opened a Pandora’s Box of New TwentyFirst Century Global Problems: " Has a Waning American Hegemony and A Predominant Unregulated Capitalism Opened a Pandora’s Box of New TwentyFirst Century Global Problems?"

D For Many Individuals and Societies The World and Civilisation is Regressing and Not Progressing; " We are returning to The Dark Ages Again " And It is Being Done on Purpose by a Small Elite.": Is the World and Civilisation Regressing and Not Progressing? " Are We returning to The Dark Ages Again ? " And is it Being Done on Purpose by a Small Elite?"

C " Equality is An Illusion And Always Has Been!" If You are Born A Sheep Then You are Destined To Be Fleeced! ": Is Equality An Illusion And Have Many of Us Been Destined To Be Fleeced By Others?"

Thinking

VIII. Critical thinking skills
- Evaluate evidence and arguments
- Identify trends and forecast possibilities

IX. Creative thinking skills
- Make unexpected or unusual connections between objects and/or ideas

X. Transfer skills
- Compare conceptual understanding across multiple subject groups and disciplines

Learning Experiences:

Students will draw their own conclusions on the current state of The World in general based on empirical evidence and observation of current trends in politics, economics, and Society and formulate what needs to to done in future.

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills


Radioactivity (5 weeks (10 hours))

Authors:

Conceptual Understanding

ATL

MYP Assessment Criteria

Radioactivity . Atomic and Nuclear models review (a) Atomic model (b) Nucleus (c) Isotopes (a) Detection of radioactivity -show awareness of the existence of background radiation - describe the detection of α-particles, β- particles and γ-rays (β+ is also included (b) Characteristics of the three kinds of emission -state that radioactive emissions occur randomly over space and time -state, for radioactive emissions: (i) their nature (ii) their relative ionising effects (iii) their relative penetrating abilities (c) Radioactive decay -state the meaning of radioactive decay, using equations (involving words or symbols) to represent changes in the composition of the nucleus when particles are emitted (d) Half-life -use the term half-life in simple calculations which might involve information in tables or decay curves (e) Safety precautions -describe how radioactive materials are handled, used and stored in a safe way
# Humanities (MYP 5)

## Cooperation and Conflict
*(17 weeks (39 hours))
Authors: Martin Bradley*

### Key Concepts & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Global interaction</td>
<td>Individuals and societies</td>
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<tr>
<td></td>
<td>Causality (cause and consequence)</td>
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<td></td>
<td>Power</td>
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</table>

### Global context

### Conceptual Understanding

Students will be encouraged to think about the Big Picture events leading up to WW2

### Statement of Inquiry

**Statement of Inquiry:**
International Cooperation and Peace Failed in the Inter-War years.

**Inquiry Questions:**
- F: What events led to the failure of International Cooperation?
- C: Why did International Cooperation fail in the Inter War Years?
- D: Is conflict inevitable after long periods of peace and continuity?

### ATL

#### Communication

1. Communication skills
   - Use a variety of speaking techniques to communicate with a variety of audiences
   - Use appropriate forms of writing for different purposes and audiences
   - Read critically and for comprehension
   - Write for different purposes
   - Take effective notes in class
   - Structure information in summaries, essays and reports

### MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

### Knowledge and Skills

Students will be encouraged to research beyond the standard coursebook and reflect on global connections

---

**Was the Treaty of Versailles fair?**
*(4 weeks)*

**Authors: Ottilia Braccini**

### Conceptual Understanding

### ATL

#### Communication

#### Thinking

### MYP Assessment Criteria

### Knowledge and Skills

Views of the Big Three on Germany, Terms of the Treaty, Historical sources showing different opinions about the treaty
Unit Title

Why did peace collapse in 1939?
(11 weeks (33 hours))
Authors: Martin Bradley

Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Related Concepts</th>
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<tbody>
<tr>
<td>Change</td>
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<td>INDIVIDUALS AND SOCIETIES</td>
<td>Individuals and societies</td>
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<td>• Causality (cause and consequence)</td>
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<td>• Power</td>
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</table>

Global context

Orientation in space and time

Exploration to Develop:
Epochs, eras, turning points and "big history"

Conceptual Understanding

Statement of Inquiry:

International Conflicts eventually arrive at peace but new power struggles may emerge which cause a return to conflict.

Inquiry Questions:

F: conflict and change: Why did peace collapse in 1939?
C: How does a total war bring about change?
D: Can a total war change Civilisation and the lives of ordinary people?

ATL

A: Knowing and understanding
B: Investigating
C: Communicating

<table>
<thead>
<tr>
<th>Communication</th>
<th>I. Communication skills</th>
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</thead>
<tbody>
<tr>
<td>• Use appropriate forms of writing for different purposes and audiences</td>
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<tr>
<td>• Interpret and use effectively modes of non-verbal communication</td>
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<tr>
<td>• Collaborate with peers and experts using a variety of digital environments and media</td>
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<tr>
<td>• Read critically and for comprehension</td>
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<tr>
<td>• Paraphrase accurately and concisely</td>
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<tr>
<td>• Find information for disciplinary and interdisciplinary inquiries, using a variety of media</td>
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Research

VI. Information literacy skills

• Access information to be informed and inform others

VII. Media literacy skills

• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways to prevent conflicts among nations (7 weeks)</td>
<td>Knowledge &amp; Skills TBD, Topics: Outcome of the Treaty of Versailles; League of Nations; Rise of Fascism and Dictators; Germany Weimar Republic to Nazism; Wall St. Crash and Economic Depression; Key events leading to the outbreak of WWII</td>
</tr>
</tbody>
</table>

**Conceptual Understanding**

- ATL
  - Communication
  - Thinking

**MYP Assessment Criteria**

**Knowledge and Skills**

- The League of nations, when and why it was created, why did it fall. Overview of the United Nations (structure and organization, main agencies) Conflict and diplomacy, case studies from the past and the present Rules of debate in the UN Security Council

<table>
<thead>
<tr>
<th>The road to WWII (8 weeks)</th>
<th>Knowledge and Skills</th>
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</thead>
<tbody>
<tr>
<td>Authors: Ottilia Braccini</td>
<td>The content of the unit will include the following: • The Versailles system, its structural strengths and weakness • Status quo and revisionist powers, and the challenge to the system • Resentment towards the Treaty in Germany and how it undermined Weimar • The impact of the Depression and the failure of the League of Nations • The rise to power of Hitler and Nazi ideology, particularly in the field of foreign policy • The policy of Appeasement: the reasons for it and its wider consequences • The major events in the lead-up to war: rearmament in Germany, remilitarisation of the Rhineland, the Rome-Berlin axis, the Spanish Civil War, the Hossbach meeting, Anschluss, the Munich agreement and the invasion of Czechoslovakia, the Nazi-Soviet Pact, the invasion of Poland and declarations of war Critical and decision-making skills are paramount at every stage of the unit, in terms of students evaluating the significance of the each of the above in making war more likely, and in equipping them to finally draw their conclusions about the relative importance of the various causes of the Second World War.</td>
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<table>
<thead>
<tr>
<th>The Cold War</th>
<th>Key Concepts Related Concepts</th>
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<tbody>
<tr>
<td>(7 weeks (21 hours))</td>
<td><strong>Culture</strong></td>
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<tr>
<td>Authors: Martin Bradley</td>
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**Key & Related Concepts**

- Culture
- Individuals and societies
- Identity
- Perspective

**Global context**

- Identities and relationships

**Conceptual Understanding**
Statement of Inquiry:

"East is East and West is Best!"

Inquiry Questions:

- E A new Bi-Polar system emerges after WW11: How did a New Bi-Polar world system emerge?
- C Capitalism and the American Way meets Communism: How and Why did this Clash of Ideologies come about?
- D "East is East and West is Best!": Can we really affirm that Western Capitalist Culture and Ideology is better than Soviet style Communism

ATL

MYP Assessment Criteria

A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills

Totalitarian Regimes of the XX Century (8 weeks)
Authors: Ottilia Braccini

Conceptual Understanding

ATL

Communication

Thinking

Language B:

- A: Oral communication
- B: Visual interpretation
- C: Reading comprehension
- D: Writing

Humanities:

- A: Knowing and understanding
- B: Investigating
- C: Thinking critically
- D: Communicating

Knowledge and Skills

Español: - Ampliación del concepto y vocabulario sobre las dictaduras. - Uso de Indicativo/subjuntivo: expresión del juicio de valores. - Escritura formal (fase 4), Main characteristics of totalitarianism in general Focus on two cases: Fascism and Stalinism Totalitarianism in literature (Orwell) and pop culture (Hunger games)

The Cold War and its Aftermath
(12 weeks (39 hours))
Authors: Martin Bradley

Key Concepts

- Global interaction

Key & Related Concepts

- Individuals and societies
  - Causality (cause and consequence)
  - Globalization
  - Identity
  - Power
  - Sustainability
# Unit Title

## Global context

- **Globalization and sustainability**
  - *Exploration to Develop:* Commonality, diversity and interconnection

## Conceptual Understanding

World War III? : The clash of strong identities and the consequent struggle for world power in the late 20th and early 21st Centuries is jeopardizing world peace again!

## Statement of Inquiry

**Statement of Inquiry:**

Here we are again WWII!

**Inquiry Questions:**

- **F** The potential for another global conflagration: What are the causes and motives behind another global conflagrations?
- **C** The link between strong identities and conflict: Are strong identities responsible for conflict?
- **D** The inevitability of another world war: Is WWII inevitable?

## MYP Assessment Criteria

- **A:** Knowing and understanding, **B:** Investigating, **C:** Communicating, **D:** Thinking critically

## Knowledge and Skills

### End of Cold War and Collapse of Soviet Union (4 weeks (12 hours))

**Authors:** Martin Bradley

## Key & Related Concepts

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Connections</td>
<td>Individuals and societies</td>
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<td>• Choice</td>
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<td>• Globalization</td>
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<td>• Identity</td>
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## Global context

- **Identities and relationships**
  - *Exploration to Develop:* Identity formation, self-esteem, status, roles and role models

## Conceptual Understanding

**Statement of Inquiry:**

Collapse of Soviet control of Eastern Europe and Collapse of Soviet Union

**Inquiry Questions:**

- **F** Collapse of Soviet Empire: Why did Soviet control of Eastern Europe collapse in 1989?
- **D** Gorbachev: Was the Soviet Union destined to collapse anyway or did Gorbachev push events?
- **C** Communism in Crisis: Has Communism as an ideology its days numbered?

## ATL

- **Individuals and societies**
  - A: Knowing and understanding
    - ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.
C: Communicating
  • ii. structure information and ideas in a way that is appropriate to the specified format
D: Thinking critically
  • ii. synthesize information to make valid, well supported arguments

Communication
I. Communication skills
  • Use intercultural understanding to interpret communication
  • Negotiate ideas and knowledge with peers and teachers
  • Read critically and for comprehension
  • Paraphrase accurately and concisely
  • Take effective notes in class
  • Structure information in summaries, essays and reports

MYP Assessment Criteria
A: Knowing and understanding, B: Investigating, C: Communicating, D: Thinking critically

Knowledge and Skills