

**AISB - IB MYP – Curriculum (2023-2024)**  
**IB MYP – Individuals and societies curriculum 2023-2024**

IB MYP 1					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Human Environment Interaction: Unit 4	Change	Sustainability	Change, either positive or negative, often depends on the choice of using sustainable methods.	<b>Research</b> VI: Information Literacy; <b>Thinking</b> VIII: Critical thinking  Criteria <b>A: Knowledge and Understanding. i &amp; ii.</b> <b>B: Investigating. i, ii, iii, &amp; iv.</b> <b>C: Communicating. i, ii &amp; iii.</b>
2. Orientation in Place and time	Intro to Geography: Unit 1	Systems	Processes	Geography is the study of the earth's systems and processes, and how those have influenced humans.	<b>Communication. I. Communication. Social. II. Collaboration</b>  Criteria <b>A: Knowledge and Understanding. i &amp; ii.</b> <b>C: Communicating. i &amp; ii.</b>
3. Personal and cultural expression	Beliefs: Unit 6	Identity	Perspective	People's beliefs shape and reinforce their identities and cultures.	<b>Thinking. X Transfer</b>  Criteria <b>D: Thinking Critically. i, ii, iii, &amp; iv.</b>
4. Scientific and technical innovation	Structures & Systems of Earth: Unit 3	Time, Place & Space	Causality	The location of peoples and objects can be influenced by natural systems.	<b>Self-management</b> III. Organization skills Managing time and tasks effectively -Plan short- and long-term assignments; meet deadlines <b>Research</b> VI: Information Literacy;  Criteria <b>B: Investigating. i, ii, iii, &amp; iv.</b>

					<b>D: Thinking Critically. i, ii, iii, &amp; iv.</b>
5. Globalization and Sustainability	Physical Features, Weather & Climate Unit 2	Globalization & Sustainability	Processes	Physical features and climate systems often determine patterns of where and how people live	<b>Research</b> VI. Information literacy skills Finding, interpreting, judging and creating information -Make connections between various sources of information  Criteria: <b>A: Knowledge and Understanding. i &amp; ii.</b> <b>C: Communicating. i, ii &amp; iii.</b>
6. Fairness and development	Development: Unit 5	Global Interactions	Resources	Local and global interactions can determine resource use.	<b>Thinking</b> VIII. Critical thinking skills Analysing and evaluating issues and ideas -Evaluate evidence and arguments  Criteria <b>B: Investigating. i, ii, iii, &amp; iv.</b> <b>D: Thinking Critically. i, ii, iii, &amp; iv.</b>

**IB MYP 2**

<b>Global Context</b>	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Life in the Middle Ages: Unit 2	Time, Place & Space	Perspective	The identity and development of past societies can be explored through the perspectives of the people who lived there.	<b>Communication; Critical-thinking; Creative-thinking</b>  Criteria <b>B: Investigating. i, ii, iii</b> <b>C: Communication. i &amp; ii.</b> <b>D: Thinking Critically. ii, iii &amp; iv.</b>

2. Orientation in Place and time	Exploration: Unit 4	Change	Causality	Exploration often caused societies to change in a variety of ways.	<b>Thinking:</b> VIII Critical Thinking Criteria <b>B: Investigating. i, ii, iii, &amp; iv.</b> <b>D: Thinking Critically. i, ii, iii, &amp; iv.</b>
3. Personal and cultural expression	Innovations & Ideas: Unit 5	Change	Causality	Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies.	<b>Communication:</b> Communication. Criteria <b>A: Knowledge and Understanding. i &amp; ii.</b> <b>C: Communicating. i, ii &amp; iii.</b>
4. Scientific and technical innovation	Biomes: Unit 3 Interdisciplinary unit with French/Language Acquisition	Systems	Processes	Why are natural environments important to individuals and societies?	<b>Communication. Thinking: X. Transfer</b> Criteria <b>A: Knowledge and Understanding. i &amp; ii.</b> <b>D: Thinking Critically. i, ii, iii, &amp; iv.</b>
5. Globalization and Sustainability	The Global World: Unit 1	Globalization	Processes	How has globalization shaped the world?	<b>Social:</b> II Collaboration <b>Research:</b> VII. Media literacy Criteria <b>A: Knowledge and Understanding. i &amp; ii.</b> <b>C: Communicating. i, ii &amp; .</b>
6. Fairness and development	Energy Sustainability: Unit 6	Systems	Systems	Systems for producing energy are becoming increasingly sustainable around the world as the earth warms and countries increasingly turn away from the use of fossil fuels.	<b>Self-management:</b> III. Organization <b>Research:</b> VI. Information literacy Criteria <b>B: Investigating. i, ii, iii, &amp; iv.</b> <b>C: Communicating. i, ii &amp; iii.</b>

**IB MYP 3 & 4**

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	How can new technology affect our identities and responsibilities?	Global interactions	Perspective, Innovation and revolution	Technological innovations have different effects on our identities and relationships with others.	<p>Communication Skills, Information literacy skills, creative thinking skills, critical thinking skills.</p> <p>Criteria  <b>A: Knowing and understanding - i. ii.</b>  <b>C: Communicating - i. ii. iii.</b>  <b>B: Investigating - iv.</b>  <b>D: Thinking Critically - ii. iv.</b></p>
2. Orientation in Place and time	The silk route (Interdisciplinary unit I & S – Music – MYP 3 & 4)	Change	Exchange, Culture, Innovation, Composition	Encounters between civilizations and communities can result in the fusion of ideas and collaborative innovation.	<p>Thinking (creativity and innovation) and Communication (collaboration)</p> <p><b>Individuals and Societies</b> - Knowledge &amp; Understanding and Thinking Critically, investigating  <b>Music</b> - Using Knowledge  Thinking Creatively</p>
3. Personal and cultural expression	What is Culture?	Time, place and space	Culture, identity	Culture forms a part of our shared identity with others, is often dependent on time, place and space, and can be expressed in many ways.	<p>Communication and Thinking</p> <p>Criteria  <b>A: Knowing and understanding - i. ii.</b>  <b>C: Communicating - i. ii. iii.</b>  <b>D: Thinking critically - i. ii.</b></p>
4. Scientific and technical innovation	Can urban systems and environments	Systems	sustainability, innovation and revolution	Sustainable living in future urban communities will require new ideas, scientific and technical innovation	<p>Communication Skills, Information literacy skills, creative thinking skills,</p>

	be managed sustainably?			and systems, and a revolution in our way of life.	critical thinking skills, transfer skills, research skills.  Criteria <b>A: Knowing and understanding - i. ii.</b> <b>C: Communicating - i. ii. iii.</b> <b>B: Investigating - i. ii. iii. iv.</b> <b>D: Thinking Critically - ii. iv.</b>
5. Globalization and Sustainability	Where are all the people?	Change	Equity	The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies.	Communication, information literacy, critical thinking, research  Criteria <b>A: Knowing and understanding - i. ii.</b> <b>B: Investigating - ii. iii.</b> <b>C: Communicating - i. ii. iii.</b> <b>D: Thinking critically - i. ii. iv.</b>
6. Fairness and development	How are societies governed?	Systems	Power	The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.	Communication Skills, Information literacy skills, creative thinking skills, critical thinking skills.  Criteria <b>A: Knowing and understanding - i. ii.</b> <b>B: Investigating - iii. iv.</b> <b>C: Communicating - i. ii. iii.</b> <b>D: Thinking critically - i. ii.</b>
<b>IB MYP 5</b>					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives

Identities and relationships	Why are empires formed?	Systems	Conflict; Power; Resources	Empires are systems of power arising from conflict over resources, creating new identities and relationships.	Transfer Skills, collaboration Skills, creative thinking, critical thinking, information literacy. <b>Criteria</b> <b>A: Knowing and understanding - i. ii.</b> <b>B: Investigating - i. ii. iii. iv.</b> <b>C: Communicating - i. ii. iii.</b>
Orientation in Place and Time	How does Population change affect Individuals and Societies?	Change	Chusality	Population change in certain places and time drives social and environmental changes, but we must take action to ensure that the benefits are shared by all.	Collaboration skills, Communication skills, information literacy, critical thinking, research <b>Criteria</b> <b>A: Knowing and understanding - i. ii.</b> <b>B: Investigating - iii. iv.</b> <b>C: Communicating - i. ii. iii.</b> <b>D: Thinking critically - i. ii.</b>
Personal and cultural expression	How do we decide what to produce?	Systems	Resources, Choice, Perspective	Different individual choices by consumers and producers in a market system lead to the allocation of resources.	communication skills, collaboration skills, reflection skills, media literacy, Transfer Skills <b>Criteria</b> <b>A: Knowing and understanding - i. ii.</b> <b>B: Investigating - i. ii. iii. iv.</b> <b>C: Communicating - i. ii. iii.</b> <b>D: Thinking critically - i. ii. iii. iv.</b>
Scientific and technical innovation	How do empires fall?	Change	Conflict; Innovation and revolution	Societies survive, fail or transform according to their ability to change in the face of innovation.	Collaboration skills, Communication skills, information literacy, critical thinking, research <b>Criteria</b> <b>A: Knowing and understanding - i. ii.</b> <b>B: Investigating - iii. iv.</b> <b>C: Communicating - i. ii. iii.</b> <b>D: Thinking critically - i. ii.</b>
Globalization and sustainability	What impact do humans have on	Time, place and space, Change	Perspective; Sustainability	Human choices, through time and in different places, have led to global	communication skills, collaboration skills, reflection skills, media literacy, Transfer Skills

	the natural environment?			environmental change that may make our current way of life <b>unsustainable</b> .	<b>Criteria</b> A: Knowing and understanding - i. ii. B: Investigating - i. ii. iii. iv. C: Communicating - i. ii. iii. D: Thinking critically - i. ii. iii. iv.
<b>Fairness and development</b>	Identity and Community: Learning to Give (Interdisciplinary unit I & S – Math MYP 5)	Relationships, Global interactions	<b>Networks, Identity</b>	How do relationships and <b>networks</b> in our communities help us create our <b>identity</b> while striving for <b>fairness</b> for all?	Transfer Skills, collaboration Skills, creative thinking, critical thinking, information literacy. <b>Criteria</b> 11. A: Knowing and understanding - i. ii. 12. B: Investigating - i. ii. iii. iv. a. C: Communicating - i. ii. iii.

### IB MYP MATH 2023-2024

<b>Global Context</b>	Unit Topic	Key Concept	<b>Related Concept</b>	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
<b>IB MYP 1 - Math</b>					
1. Identities and relationships	Unit 1: Is fairness always equal?	Relationships	<b>Equivalence, Systems</b>	Life style decisions becomes easy by understanding the systems and their relationships.	<b>Thinking:</b> VII. Critical thinking skills X. Transfer skills <b>Self-management:</b> III. Organization skills

2. Orientation in Place and time	Unit 2: How can we bring things together?	Logic	Quantity and representation	Being able to represent different forms of quantities has helped humans explore and describe our planet.	<b>Thinking:</b> IX. Creative thinking skills <b>Research:</b> VI. Information literacy skills
3. Personal and cultural expression	Unit 5: How can we measure up	Form	Apace, Approximation	Artistry and creativity are enhanced through an understanding of measurement that defines form.	<b>Communication</b> I.Communication skills <b>Self-management skills</b> V. Reflection skills
4. Scientific and technical innovation	Unit 4: Should we cross the bridge or keep everything in balance?	Form	Simplification, Models	Models in a simplified forms can help to clarify, solve and create puzzles.	<b>Communication</b> I. Communication skills <b>Self-management</b> III. Organization skills V. Reflection skills <b>Thinking</b> X. Transfer skills
5. Globalization and Sustainability	Unit 6: What's next?	Logic	Generalization, Quantity	Mathematical logic helps us to find general rules in quantities to make exciting, innovative discoveries	<b>Research</b> VI. Information skills <b>Thinking</b> X. Transfer skills <b>Communication</b> I. Communication skills
6. Fairness and development	Unit 3: How can data helps us save the world?	Logic	representation, Validity	Logical representation of data that can validate hypothesis and arrive at conclusions.	<b>Thinking</b> IX. Creative thinking skills X. Transfer skills <b>Communication</b> I. Communication skills

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Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Univariate data Accessing equal opportunities	Form	Representation and Justification	Different forms of representation can help justify conclusions regarding access to equal opportunities	ATL: Information literacy skills; Process data and report results. ATL: Collaboration skills: Practice Empathy.



					A: Knowing and understanding C: Communicating
2. Orientation in Place and time	2D and 3D Geometry- Human and natural landscapes	Relationship	Generalization and Measurement	Generalizing relationships between measurements can help to explore the formation of human and natural landscapes	ATL: Transfer skills: Applying skills and knowledge in unfamiliar situations. ATL: Communication skills: make effective summary notes for studying. D: Applying mathematics in real contexts.
3. Personal and cultural expression	Probability Games and Play	Logic	Representation, Systems and Justification	A logical system of representation can help explore and analyze games that humans play.	ATL: Critical-thinking Skills-Evaluate and Manage risk: Communication skills: Organize and depict information logically. 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. Communication:  In order to reach the aims of mathematics, students should be able to:  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

					<p>iv. communicate complete, coherent and concise mathematical lines of reasoning</p> <p>v. organize information using a logical structure.</p>
4. Scientific and technical innovation	Algebraic Expressions and equations Puzzle and tricks	Form	Simplification and Equivalence	Producing equivalent forms through simplification can help to clarify, solve and create puzzles and tricks.	<p>ATL: Communication Skills: Make inferences and draw conclusions. ATL : Creative-thinking skills: Apply existing knowledge to generate new ideas,products or processes.</p> <p>B: Investigating patterns:</p> <p>i. select and apply mathematical problem-solving techniques to discover complex patterns</p> <p>ii. describe patterns as general rules consistent with findings</p> <p>iii. prove, or verify and justify, general rules.</p> <p>C: Communicating</p>
5. Globalization and Sustainability	Integers Human Explorations	Form	Quantity and Representation	Being able to represent different forms of quantities has helped humans explore and describe our planet	<p><b>ATL:</b> Transfer Skills: Make connections between subject groups and disciplines. <b>ATL</b> Reflection Skills: Consider personal learning strategies.</p> <p>A: Knowing and Understanding</p> <p>D: Applying mathematics in real context</p>
6. Fairness and development	Ratios and proportions- Competition and Cooperation	Logic	Equivalence,Quantity and Simplification	Using a logical process to simplify quantities and establish equivalence can help analyze competition and cooperation.	<p>ATL Organization Skills-Create plans to prepare for summative; Affective Skills</p> <p>B. Knowing and understanding</p>

					<ul style="list-style-type: none"> <li>i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations.</li> <li>ii. apply the selected mathematics successfully when solving problems</li> <li>iii. solve problems correctly in a variety of contexts.</li> <li>D. Applying mathematics in real context: <ul style="list-style-type: none"> <li>i. identify relevant elements of authentic real-life situations</li> <li>ii. select appropriate mathematical strategies when solving authentic real-life situations</li> <li>iii. apply the selected mathematical strategies successfully to reach a solution</li> <li>iv. justify the degree of accuracy of a solution</li> <li>v. justify whether a solution makes sense in the context of the authentic real-life situation.</li> </ul> </li> </ul>
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**IB MYP 3 - Math**

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Methods	Unit 1: The Number System and Expressions and Equations, pt 1.	Relationships	Equivalence, Representation	Many quantities in the world are represented in terms of exponents in order to facilitate the manipulation of those numbers for calculations of	ATL: Communication Subject Objectives: a, b, c, d

				various things and to show relationships between quantities.	
Methods	Unit 2: Number System--part 2	Form	Equivalence	There are conventions and methods that are followed to express certain ideas in math; however, there is often more than one way to express a mathematical relationship, such that one form can be of an equivalent value to that of another form.	ATL: Research Subject Objectives: a, b, c, d
Relationships	Unit 3: Functions	Form	Change, Representation	The form of a linear equation-- $y = mx + b$ --conveys information about how the points on the line are related to one another and how traveling along the line involves a change in space in relation to another point	ATL: Research Subject Objectives: a, b, c, d
Natural and human landscapes and resources	Unit 4: Geometry	Development	Models	Spatial objects can be categorized based on their relationship to space. Spatial objects can be used to create models to scale of objects that exist in the real-world in order to solve problems. Solving development problems often involves using models to scale to represent objects that exist in the real-world.	ATL: Thinking Subject Objectives: a, b, c, d
Processes and Solutions	Unit 5: Statistics and Probability	Logic, Relationships	Patterns	The methods for determining the probability of events are based on applying principles of logic to occurrences and recognizing patterns between statistical representation of events and models of fractions using shapes.	ATL: Communication, Thinking Subject Objectives: a, b, c, d

### IB MYP 4 - Math

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
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1. Identities and relationships:	EXPRESSIONS: Seeing Structures in Expressions: Foundations of Algebra	Connections	Models	Expressions can be used to model real-world situations and show relationships and connections between entities tied to the situation.	ATL–Communication Subject-Group Objectives: –knowing and understanding –investigating patterns –communicating –applying mathematics in real-life contexts
Fairness and Development	EQUATIONS AND INEQUALITIES: Reasoning with Equations	Development	Representation	The development of solutions to problems using mathematics often involves the representation of life using equations.	ATL: Thinking–Critical thinking skills Subject-Group Objectives: –knowing and understanding –investigating patterns –communicating –applying mathematics in real-life contexts
Orientation in Place and time  3. Personal and cultural expression	FUNCTIONS: Interpreting and Building Functions.	Connections	Systems	The connections between systems or processes can be represented using functions.	ATL: Social Subject-Group Objectives: –knowing and understanding –investigating patterns –communicating –applying mathematics in real-life contexts
4. Scientific and technical innovation	POLYNOMIAL AND RATIONAL EXPRESSIONS: Arithmetic with Polynomials and Rational Expressions	Creativity	Patterns	Creative visual expressions often involve patterns that can be seen via arrangements of objects in space and as via mathematical expressions.	ATL: Communication Subject-Group Objectives: –knowing and understanding –investigating patterns –communicating –applying mathematics in real-life contexts
5. Globalization and Sustainability	DATA ANALYSIS AND PROBABILITY: Interpreting Categorical and Quantitative Data	Form	Quantify Equivalence	Quantities that represent different phenomenon in the real-world can be expressed mathematically in different but equivalent forms.	Subject-Group Objectives: –knowing and understanding –investigating patterns –communicating –applying mathematics in real-life contexts
6. Fairness and development					

**IB MYP 5- Math**

<b>Global Context</b>	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Algebra How do functions function?	Form	Generalizations	Relationships can be identified by generalizing data into various models and forms, which allows us to solve and predict these real-world relationships.	ATL: Reflection skills, Organization skills, Communication skills, Information literacy Skills.  Criterion D: Applying mathematics in real-world contexts
2. Orientation in Place and time	Algebra Can you work the line?	Relationship	Equivalence	Mathematical knowledge is built through logical structures, developed over time and transferred to equivalent situations	ATL: Communication skills: Make effective summary notes for studying, Organize and depict information logically. ATL: Critical-thinking Skills: Use mathematical communication to explore systems and issues. Criterion A: Knowing and understanding. Criterion C: Communicating.
3. Personal and cultural expression	Statistics and Probability The only sure thing?	Logic	Measurement	An individual's understanding of risk and chance is highly dependent on both logic and their personal experience.	ATL: Reflection Skills: Consider personal learning strategies. ATL: Collaboration Skills: Delegate and share responsibility for decision-making. Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts.
4. Scientific and technical innovation	Geometry and Trigonometry What do I get by learning these things?	Form	Justification	Statements about the spaces and shapes around us can be justified to show they are invariant through space and time.	ATL: Media literacy Skills: Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media Criterion A: Knowing and understanding Criterion C: Communicating.

5. Globalization and Sustainability	Algebra How many forms have a quadratic?	Relationships	Representation	Representing relationships visually and algebraically can allow us to find and optimize' best case scenarios and sustainable solutions.	ATL: Communication Skills: Give and receive meaningful feedback Information literacy : Process data and report results; Understanding and using technology systems. Criterion C: Communicating. Criterion D: Applying Mathematics in real life contexts.
6. Fairness and development	Number Making the world a fairer and more equal place	Logic	Quantity	Inequalities use logic to express differences in quantity, allowing us to address disparities in both mathematics and life.	ATL skill: Affective Skills: Inquire in different contexts to gain a different perspective; Resilience practice' bouncing back' after adversity, mistakes and failures; Practice' failing well Criterion A: understanding and knowing. Criterion B: Investigating patterns Criterion C: Communicating

### IB MYP Science 2023-2024

IB MYP 1- Science					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Unit 1: What do scientists do?	Relationships	Evidence	To be a scientist means to gather evidence about similarity and difference in nature to help us understand how things are related.	<b>Research</b> VI. Information skills <b>Communication</b> I. Communication skills <b>Social</b> II. Collaboration skills
2. Orientation in Place and time	Unit 6: Where do we fit into the world?	Systems	Environment, Models	We have learnt about our place in the systems that affect life on Earth through looking beyond into space and making models.	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Thinking</b> X. Transfer skills

3. Personal and cultural expression	Unit 4: What makes changes happen?	Change	Energy	Through Controlling energy we can make changes happen that have an impact on the way people live now and in the future.	<b>Self-management</b> III. Organization skills V. Reflection skills <b>Communication</b> I. Communication skills <b>Research</b> VI. Information skills
4. Scientific and technical innovation	Unit 5: How can we study the living world?	Systems	Interactions, Balance	Scientists have developed methods and tools to understand and maintain the interactions that keep ecosystems in balance.	<b>Communication</b> I. Communication skills <b>Social</b> II. Collaboration skills <b>Self-management</b> III. Organization skills
5. Globalization and Sustainability	Unit 3: How do living things work?	Relationship	Form, Function	By understanding the relationships between the necessities of life and specialized forms and functions of living things, we can take decisions and take actions for healthier and more sustainable lifestyles.	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Communication</b> I. Communication skills
6. Fairness and development	Unit 2: What changes?	Change	Form, Transformation	Science enables us to change the form of matter into useful materials that can make the world a better place.	<b>Self-management</b> III. Organization skills V. Reflection skills <b>Research</b> VI. Information skills VII. Media Literacy skills <b>Communication</b> I. Communication skills

**IB MYP 2- Science**

<b>Global Context</b>	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
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1. Identities and relationships	Unit 3: Who Are We?	Relationships	Evidence, Patterns	Because scientists understand the relationships between genes and inherited characteristics, we can use genetic patterns as evidence for identification and decision making.	<b>Communication</b> I. Communication skills <b>Self-management</b> III. Organization skills V. Reflection skills <b>Research</b> VI. Information skills VII. Media Literacy skills
2. Orientation in Place and time	Unit 1: Where are we now and where might we be going?	Relationships	Movement, Models	Through making models of the world we understood how place and time relate to motion and we have made the world seem a smaller place.	<b>Social</b> II. Collaboration skills <b>Communication</b> I. Communication skills <b>Self-management</b> III. Organization skills V. Reflection skills
3. Personal and cultural expression	Unit 4: What does a wave tell us?	relationships	Form, Energy	Understanding the relationships between different forms of waves energy helps us better communicate and express our thoughts	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Social</b> II. Collaboration skills <b>Communication</b> I. Communication skills
4. Scientific and technical innovation	Unit 6: How do we respond to our world?	change	Consequences	Scientific innovations designed to enhance our ability to perceive and respond to change in our surroundings have consequences on our survival.	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Social</b> II. Collaboration skills <b>Thinking</b> VIII. Critical thinking skills IX. Creative thinking skills
5. Globalization and Sustainability	Unit 5: How does our planet work?	Systems	Models, Patterns	Modeling interactions between Earth's systems allows us to understand patterns that can be used to secure or improve human experiences.	<b>Communication</b> I. Communication skills <b>Research</b> VI. Information skills VII. Media Literacy skills

6. Fairness and development	Unit 2: How do we map matter	Change	Models, Patterns	by changing matter we can identify patterns in properties that helps us to make models, and the models help us invent new kinds of materials	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Communication</b> I. Communication skills
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### IB MYP 3 - Science

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Unit 5: How do our bodies work?	Systems	Balance, Function, Interactions	Ways and philosophies of life within systems will be maximally functional due to balanced interactions.	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Thinking</b> VIII. Critical thinking skills IX. Creative thinking skills
2. Orientation in space and time	Unit 4: How do we put electricity and magnetism to work?	Relationships	Form, Balance, Transformation	Electrical and magnetism forces fill space as fields; understanding their form and relationships allows us to transform energy in useful ways.	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Communication</b> I. Communication skills
3. Personal and cultural expression	Unit 1: What should I eat?	Relationships	Consequences, Functions	Because what we consume is related to, and has consequences on how our bodies function and feel, we can choose what we eat and drink based on scientific principles and development.	<b>Communication</b> I. Communication skills <b>Research</b> VI. Information skills VII. Media Literacy skills <b>Social</b> II. Collaboration skills <b>Self-management</b> III. Organization skills

4. Scientific and technical innovation	Unit 2: How do we make it work?	Change	Energy, Movement	Scientific innovations have revolutionized life by making it easier to change energy from stored forms to movement and back again.	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Social</b> II. Collaboration skills <b>Communication</b> I. Communication skills
5. Globalization and sustainability	Unit 3: Environmental Journalism	Communication	Evidence	Evidence can provide a powerful basis for persuasive communication about human impacts on the environment.	<b>Research</b> VI. Information skills VII. Media Literacy skills <b>Self-management</b> III. Organization skills <b>Communication</b> I. Communication skills
6. Fairness and development	Unit 6: How can we connect?	Systems,	Energy, Interactions	We interact and express ourselves through systems that manipulate information as different forms of energy	<b>Research</b> VI. Information skills <b>Social</b> II. Collaboration skills <b>Self-management</b> III. Organization skills

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	How life is Organized?	Relationships	patterns, function	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.	<b>Thinking skills</b> viii-Critical thinking skills ix-creative thinking skills <b>Self management skills</b> iii-Organization skills <b>Objectives</b> <b>A:</b> Knowing and understanding (i, ii & iii) <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)
2. Orientation in Place and time	How are organisms adapted to survive?	Change	Environment; Interaction	Organisms are more likely to survive when they are adapted to interact with their surroundings and respond to changes in their environment.	<b>Communication skills</b> Communication skills <b>Social Skills</b> Organization skills <b>Research skills</b> Information literacy skills <b>Thinking Skills</b> Transfer skills Creative-thinking skills Critical-thinking skills <b>Objectives:</b> <b>A:</b> Knowing and understanding (i, ii & iii) <b>B:</b> Inquiring and analyzing (i-iv) <b>C:</b> Processing and evaluating (i - v)
3. Personal and cultural expression	How do organisms sustain themselves?	Systems	Energy; Environment; Balance	Systems in living organisms transfer energy and nutrients from the environment to cells, where they are used to maintain the balance of life. Diet can be affected by personal and cultural choices.	<b>Thinking Skills</b> Critical-thinking skills Creative thinking skills Transfer skills <b>Communication skills</b> Communication skills <b>Research skills</b> Information literacy skills <b>Social Skills</b>

					<p>Collaboration skills</p> <p><b>Objectives:</b></p> <p><b>A:</b> Knowing and understanding (i, ii &amp; iii)</p> <p><b>C:</b> Processing and evaluating (i - v)</p> <p><b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)</p>
4. Scientific and technical innovation	How does Biotechnology create new options in industry and health?	Change	development; Transformation	The scientific innovation and use of biotechnology to change and transform genes helps create new options, choices and health.	<p><b>Research Skills</b></p> <p>Information literacy skills</p> <p><b>Thinking Skills</b></p> <p>Critical-thinking skills</p> <p>Creative-thinking skills</p> <p><b>Communication Skills</b></p> <p>Communication skills</p> <p><b>Social Skills</b></p> <p>Collaboration skills</p> <p><b>Objectives:</b></p> <p><b>A:</b> Knowing and understanding (i, ii &amp; iii)</p> <p><b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)</p>
5. Globalization and Sustainability	How do the choices people make affect the environment?	Change	Environment; Balance	As a result of the choices that humans make, the environment has undergone and will continue to undergo change. Humans have the ability to understand the consequences of their actions and to act to restore balance in ecosystems and work towards a sustainable future.	<p><b>Thinking skills</b></p> <p>Creative-thinking skills</p> <p>Critical thinking skills</p> <p>Transfer skills</p> <p><b>Research Skills</b></p> <p>Information literacy skills</p> <p><b>Social Skills</b></p> <p>Collaboration skills</p> <p><b>Self management skills</b></p> <p>Organization skills</p> <p><b>Objectives:</b></p> <p><b>A:</b> Knowing and understanding (i, ii &amp; iii)</p> <p><b>B:</b> Inquiring and analyzing (i-iv)</p> <p><b>C:</b> Processing and evaluating (i - v)</p>

					<b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)
6. Fairness and development	What factors affect human health?	Relationships	Consequences, interaction	Human health is a consequence of the relationships and interactions between biological processes in our bodies, our lifestyles and the conditions we live in.	Communication skills <b>Research Skills</b> Media literacy skills Information literacy skills <b>Thinking skills</b> Critical thinking skills Transfer skills <b>Self Management Skills</b> Organization skills <b>Objectives:</b> <b>C:</b> Processing and evaluating (i - v) <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)

**IB MYP 5 - Science**

<b>Global Context</b>	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	What is science?	Relationships	Evidence	To be a scientist is to use experimental evidence to find relationships and test them	<b>Social Skills</b> II. Collaboration skills <b>Thinking skills</b> viii-Critical thinking skills x-Transfer skills <b>Research skills</b> vi-Information literacy skills vii-Media literacy skills

					<b>Objectives:</b> <b>B:</b> Inquiring and analyzing (i-iv) <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)
2. Orientation in Place and time	How does Scale matter?	Relationships	patterns , models	Changing the scale of things allows us to make connections and build models that help us understand how the world is structured.	<b>Research Skills</b> vi-Information literacy Skills <b>Thinking skills</b> viii Critical thinking skills. <b>Objectives:</b> <b>A:</b> Knowing and understanding (i, ii & iii) <b>C:</b> Processing and evaluating (i - v) <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)
3. Personal and cultural expression	Do you feel electric?	Systems	Function, Interaction	We are able to interact, communicate and survive because of natural and artificial systems of electrical current.	<b>Thinking skills</b> ix-Creative -thinking skills x-Transfer skills viii-Critical -thinking skills <b>Social Skills</b> Reflection skills Affective skills <b>Communication skills</b> Communication skills <b>Research skills</b> Information literacy skills <b>Objectives:</b> <b>A:</b> Knowing and understanding (i, ii & iii) <b>B:</b> Inquiring and analyzing (i-iv) <b>C:</b> Processing and evaluating (i - v) <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)
4. Scientific and technical innovation	How do we organize the natural world?	relationships	patterns, form	We develop our understanding of the natural world by discovering patterns and identifying relationships, organizing our knowledge in new ways.	<b>Communication skills</b> Communication skills <b>Social Skills</b> Collaboration skills <b>Research skills</b> Information literacy skills Media literacy skills <b>Thinking Skills</b>

					<p>Critical thinking skills  Creative thinking skills  Transfer skills  <b>Objectives:</b>  <b>A:</b> Knowing and understanding (i, ii &amp; iii)  <b>B:</b> Inquiring and analyzing (i-iv)  <b>C:</b> Processing and evaluating (i - v)  <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)</p>
5. Globalization and Sustainability	How do we obtain the energy we need?	Change	Energy	Nature provides the energy we need and we should seek to use it by changing its form in ways that are sustainable.	<p><b>Research skills</b>  Information literacy skills  <b>Self management skills</b>  Organization skills  Reflection skills  <b>Social skills</b>  Collaboration skills  <b>Thinking skills</b>  Critical thinking skills  Creative-thinking skills  Transfer skills  <b>Communication skills</b>  Communication skills  <b>Objectives:</b>  <b>A:</b> Knowing and understanding (i, ii &amp; iii)  <b>B:</b> Inquiring and analyzing (i-iv)  <b>C:</b> Processing and evaluating (i - v)  <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)</p>
6. Fairness and development	How do different chemical environments support life?	Systems	Balance, environment	If healthy lives are to be enjoyed by all, we must understand the fine balance of chemical systems both inside our bodies and with our environment.	<p><b>Self management skills</b>  Reflective skills  <b>Research skills</b>  Information literacy skills  <b>Social skills</b>  Collaboration skills  <b>Communication skills</b>  Communication skills</p>



					<b>Thinking skills</b> Critical-thinking skills Creative -thinking skills Transfer skills <b>Objectives:</b> <b>A:</b> Knowing and understanding (i, ii & iii) <b>B:</b> Inquiring and analyzing (i-iv) <b>C:</b> Processing and evaluating (i - v) <b>D:</b> Reflecting on the impact of science (i, ii, iii and iv)
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### IB MYP – Music curriculum 2023-2024

<b>IB MYP 1 &amp; 2 - MUSIC</b>					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Identities and relationships	African Drumming	Culture	Composition and Presentation	Composition and presentation of music promote cultural identity and foster community connections.	<b>Communication:</b> I. Communication Skills <b>Self-Management:</b> III. Organization Skills, IV. Affective Skills  Criteria <b>B: i &amp; ii. D: i, ii &amp; iii.</b>

Orientation in Place and time	Shapes of music (Form and Structure)	Form	Composition and Structure	Repetition and contrast build structures and give compositions a sense of order.	<b>Self-Management:</b> III. Organization Skills <b>Thinking:</b> IX. Creative Thinking Skills  Criteria <b>A: i, ii &amp; iii. C: i, ii &amp; iii.</b>
Personal and cultural expression	Building Bricks (The elements of music)	Communication	Interpretation and Composition	Interpretation of the Elements of Music helps to create and communicate a message.	<b>Communication:</b> I. Communication Skills <b>Self-Management:</b> III. Organization Skills, V. Reflection Skills  Criteria <b>A: i, ii &amp; iii. B: i, D: i &amp; ii.</b>
Scientific and technical innovation	Hammers and Gongs	Culture	Expression and Interpretation	Rituals and their interpretation contribute to cultural expression.	<b>Research:</b> VI. Information Literacy Skills  Criteria <b>A: i, ii &amp; iii. B: ii, D: ii &amp; iii.</b>
Globalization and Sustainability	Reclaimed Rhythms (Ostinato Patterns and Junk Percussion)	Creativity	Innovation and Expression	Innovative use of reclaimed materials challenges the expression of creativity and supports sustainability.	<b>Social:</b> II. Collaboration Skills <b>Self-Management:</b> III. Organization Skills, V. Reflection Skills  Criteria <b>B: i, ii, D: i, ii &amp; iii.</b>
Fairness and development	Feeling the Blues	Identity	Genre and Style	Genre builds its identity and style around the ways people live and express themselves.	<b>Research:</b> VI. Information Literacy Skills <b>Thinking:</b> IX. Creative Thinking Skills, X. Transfer Skills  Criteria <b>A: i, ii &amp; iii. B: i, D: i &amp; ii.</b>

## IB MYP 3 & 4 – MUSIC

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Identities and relationships	African Dance	Culture	Composition and Presentation	Composition and presentation of music promote cultural identity and foster community connections.	<b>Communication:</b> I. Communication Skills <b>Self-Management:</b> III. Organization Skills, IV. Affective Skills  Criteria <b>B: i &amp; ii. D: i, ii &amp; iii.</b>

Orientation in space and time	Soundtracks	Communication	Presentation and Boundaries	Adapting presentations within the boundaries of time and space enhances communication.	<b>Thinking:</b> X. Transfer Skills Criteria <b>A: i, ii &amp; iii. C: i, ii &amp; iii.</b>
Personal and cultural expression	Living in Harmony (Chords and Bass Lines)	Identity	Genre and Structure	Identity of a genre can be created and expressed through its structure.	<b>Social:</b> II. Collaboration Skills <b>Self-Management:</b> V. Reflection Skills Criteria <b>A: i, ii &amp; iii. C: i, ii &amp; iii.</b>
Scientific and technical innovation	Less is More (Minimalism)	Creativity	Structure and Composition	Structures can be adapted to suit the creative and innovative composition ideas.	<b>Self-Management:</b> III. Organization Skills, IV. Affective Skills, V. Reflection Skills <b>Thinking:</b> IX. Creative Thinking Skills Criteria <b>B: i &amp; ii. B: ii. D: i &amp; ii.</b>
Globalization and sustainability	Reclaimed Rhythms (Ostinato Patterns and Junk Percussion)	Creativity	Innovation and Expression	Innovative use of reclaimed materials challenges the expression of creativity and supports sustainability.	<b>Social:</b> II. Collaboration Skills <b>Self-Management:</b> III. Organization Skills, V. Reflection Skills Criteria <b>B: i, ii, D: i, ii &amp; iii.</b>
Fairness and development	Music across the ages	Identity	Interpretation and Presentation	Every era can be interpreted and presented by understanding of its identity.	<b>Communication:</b> I. Communication Skills <b>Social:</b> II. Collaboration Skills Criteria <b>A: ii. B: i &amp; ii. D: ii.</b>

## IB MYP 5- MUSIC

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Identities and relationships	Take the Chance (20th Century Music)	Change	Composition and Innovation	Change in the traditional perception of music challenges boundaries and generates innovative compositions.	<b>Research:</b> VI. Information Literacy Skills Criteria <b>B: i. B: ii. D: i &amp; iii.</b>

Orientation in Place and time	Rhythms of the World (World Music)	Aesthetics	Expression and Interpretation	Culture can be expressed through interpretation of beauty and taste.	<b>Self-Management:</b> V. Reflection Skills <b>Thinking:</b> IX. Creative Thinking Skills, X. Transfer Skills  Criteria <b>A: i, ii &amp; iii. D: iii.</b>
Personal and cultural expression	The Elements	Creativity	Composition and Innovation	Creativity in compositions allows for the expression of beauty in innovative ways.	<b>Self-Management:</b> III. Organization Skills <b>Thinking:</b> IX. Creative Thinking Skills  Criteria <b>A: ii. B: i &amp; ii. D: ii.</b>
Scientific and technical innovation	Less is More (Minimalism)	Creativity	Structure and Composition	Structures can be adapted to suit the creative and innovative composition ideas.	<b>Self-Management:</b> III. Organization Skills, IV. Affective Skills, V. Reflection Skills <b>Thinking:</b> IX. Creative Thinking Skills  Criteria <b>B: i &amp; ii. B: ii. D: i &amp; ii.</b>
Globalization and Sustainability	Our African Heritage	Identity	Style and Role	Relationships between individual roles and characteristics of a style help to form identity.	<b>Research:</b> VI. Information Literacy Skills  Criteria <b>A: ii. B: i &amp; ii. D: ii.</b>
Fairness and development	The Musician in Me	Development	Presentation and Structure	To grow as an artiste, you need to develop both practical skills and theoretical knowledge.	<b>Self-Management:</b> IV. Affective Skills  Criteria <b>A: ii. B: i &amp; ii.</b>

### IB MYP – DESIGN 2023- 2024

IB MYP 1 - DESIGN					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Products, Processes and solutions	Unit 1: Problem Solving and Computing	Development	Evaluation, Function	The development of tools and systems is often the result of an engaged process of inquiry that	ATL: Thinking Subject Group Overview: a, b, c

				involves a cycle of reiterative evaluation to produce a product that functions to solve a problem	
Products, Processes and solutions	Uni 2: Introduction to App Design	Development	Function	Computer applications products developed to serve a function that solves a problem in a society.	ATL: Self-Management Subject Group Overview: a, b, c,d
Personal and cultural expression	Unit 3: Introduction to Website Development	Systems	Form	Website development involves the application of rules about the form of internet-based communication systems and results in increasing an awareness of diversity in the world and the ways in which human experiences are similar and connected.	ATL: Communication. Subject Group Overview: a, b, c,d
Processes and solutions	Unit 4: Design Research: Evaluating, Inquiry, and Developing Ideas	Change, Development	Adaptation	The process of developing a digital technological tool involves soliciting feedback from the target audience and a series of redesigning efforts that attempt to adapt the tool to the needs of stakeholders.	ATL: Research. Subject Group Overview: a, b, c,d
5. Globalization and Sustainability					
6. Fairness and development					

**IB MYP 2 - DESIGN**

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Products, Processes and solutions	Unit 1: Problem Solving and Computing	Development	Evaluation, Function	The development of tools and systems is often the result of an engaged process of inquiry that	ATL: Thinking Subject Group Overview: a, b, c

				involves a cycle of reiterative evaluation to produce a product that functions to solve a problem	
Products, Processes and solutions	Uni 2: Introduction to App Design	Development	Function	Computer applications products developed to serve a function that solves a problem in a society.	ATL: Self-Management Subject Group Overview: a, b, c,d
Personal and cultural expression	Unit 3: Introduction to Website Development	Systems	Form	Website development involves the application of rules about the form of internet-based communication systems and results in increasing an awareness of diversity in the world and the ways in which human experiences are similar and connected.	ATL: Communication. Subject Group Overview: a, b, c,d
Processes and solutions	Unit 4: Design Research: Evaluating, Inquiry, and Developing Ideas	Change, Development	Adaptation	The process of developing a digital technological tool involves soliciting feedback from the target audience and a series of redesigning efforts that attempt to adapt the tool to the needs of stakeholders.	ATL: Research. Subject Group Overview: a, b, c,d

### IB MYP 3 - DESIGN

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Scientific and Technical Innovation	Game Design (Javascript Language)	Creativity	Function	Game design is an act of creativity that requires the application of knowledge about how several components can function together to create a desired effect.	ATL: Creative Thinking/Transfer Skills Subject-group objectives: –Inquiring and Analyzing –Developing Ideas –Creating the Solution –Evaluating

Identities and Relationships	Programming Arduino Micro-Controllers (C++ - based Language)	Relationships Communication	Function	Understanding the relationships between objects will help engineers to determine the best way for the objects to communicate with one another in order to perform a function.	ATL: Communication Subject-group objectives: –Inquiring and Analyzing –Developing Ideas –Creating the Solution –Evaluating
Personal and cultural expression	Radio Frequency Engineering	Communities	Markets and Trends	Radio broadcasting can be used as a means of building community by using information gained through an examination of markets and trends to identify and address a community's social needs.	ATL: Subject-group objectives: –Inquiring and Analyzing –Developing Ideas –Creating the Solution –Evaluating

### IB MYP 4 - DESIGN

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
Scientific and Technical Innovation	Game Design (Javascript Language)	Creativity	Function	Game design is an act of creativity that requires the application of knowledge about how several components can function together to create a desired effect.	ATL: Creative Thinking/Transfer Skills Subject-group objectives: –Inquiring and Analyzing –Developing Ideas –Creating the Solution –Evaluating
Identities and Relationships	Programming Arduino Micro-Controllers (C++ - based Language)	Relationships Communication	Function	Understanding the relationships between objects will help engineers to determine the best way for the objects to communicate with one another in order to perform a function.	ATL: Communication Subject-group objectives: –Inquiring and Analyzing –Developing Ideas –Creating the Solution –Evaluating
Personal and cultural expression	Radio Frequency Engineering	Communities	Markets and Trends	Radio broadcasting can be used as a means of building community by using information gained through an	ATL: Subject-group objectives: –Inquiring and Analyzing

				examination of markets and trends to identify and address a community's social needs.	<ul style="list-style-type: none"> <li>–Developing Ideas</li> <li>–Creating the Solution</li> <li>–Evaluating</li> </ul>
<b>IB MYP 5- DESIGN</b>					
<b>Global Context</b>	<b>Unit Topic</b>	<b>Key Concept</b>	<b>Related Concept</b>	<b>Statement of Inquiry</b>	<b>Approaches to Learning (Strands) Subject-group objectives</b>
Scientific and Technical Innovation	Game Design (Javascript Language)	Creativity	Function	Game design is an act of creativity that requires the application of knowledge about how several components can function together to create a desired effect.	ATL: Creative Thinking/Transfer Skills Subject-group objectives: <ul style="list-style-type: none"> <li>–Inquiring and Analyzing</li> <li>–Developing Ideas</li> <li>–Creating the Solution</li> <li>–Evaluating</li> </ul>
Identities and Relationships	Programming Arduino Micro-Controllers (C++ - based Language)	Relationships Communication	Function	Understanding the relationships between objects will help engineers to determine the best way for the objects to communicate with one another in order to perform a function.	ATL: Communication Subject-group objectives: <ul style="list-style-type: none"> <li>–Inquiring and Analyzing</li> <li>–Developing Ideas</li> <li>–Creating the Solution</li> <li>–Evaluating</li> </ul>
Personal and cultural expression	Radio Frequency Engineering	Communities	Markets and Trends	Radio broadcasting can be used as a means of building community by using information gained through an examination of markets and trends to identify and address a community's social needs.	ATL: critical thinking Subject-group objectives: <ul style="list-style-type: none"> <li>–Inquiring and Analyzing</li> <li>–Developing Ideas</li> <li>–Creating the Solution</li> <li>–Evaluating</li> </ul>



## IB MYP – Language Acquisition – SPANISH 2023- 2024

IB MYP 1, 2 &3 - SPANISH					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	<b>U1: Mis primeras palabras en español</b>	Comunicación	Mensaje	Conversaciones y mensajes con otros reflejar nuestro identidad y ayúdanos comunicar lo que queremos decir	Phase 1&2: Criteria Criterion C ii, iii, iv Criterion D i, iii Habilidades de comunicación - comunicación: -Demostrar habilidades efectivas para escuchar y hablar en español. -Utilizar vocabulario y gramática adecuados en la comunicación escrita y hablada. -Mostrar comprensión de los matices culturales en la comunicación.
2. Orientation in Place and time	<b>U2: En la Escuela</b>	Cultura	convenciones, modelos	La educación y la cultura que recibimos tiene un impacto en la forma en que nosotros funcionamos y comunicamos.	Criterion A:ii, iii; Criterion C: I, ii, iii, iv Criterion D: I, ii, iii

					<ul style="list-style-type: none"> <li>- Colaborar con compañeros en proyectos grupales y debates realizados en español.</li> <li>-Respetar las diversas perspectivas y culturas del mundo hispanohablante.</li> <li>-Proporcionar comentarios constructivos a sus compañeros en español.</li> </ul>
3. Personal and cultural expression	<b>U3: Nuestra familia es muy grande</b>	Comunidades	Convenciones, Estructura, Acento	Cada cultura tiene una estructura familiar que refleja la identidad de su comunidad, normas y expectativas sobre los papeles y estatus de cada miembro.	<p>Criterion A: iii, Criterion B: i, iii, Criterion C: i, ii, iii Criterion D: i, ii, ii</p> <ul style="list-style-type: none"> <li>-Habilidades de autogestión</li> <li>Habilidades afectivas : <ul style="list-style-type: none"> <li>- Establezca objetivos para el dominio del idioma y realice un seguimiento del progreso en español.</li> <li>-Reflexionar sobre estrategias personales de aprendizaje y adaptarlas según sea necesario.</li> </ul> </li> <li>-Buscar ayuda o aclaración del maestro cuando enfrente desafíos en español.</li> </ul>
4. Scientific and technical innovation		Creatividad		Nuestro mundo ha progresado con avances científicos y técnicos. Innovaciones más intercambios culturales; La comida es un reflejo de la	<p>Criterion A: i, iii, Criterion B: i, iii, Criterion C: i, ii, Criterion D: i, ii, iii.</p> <ul style="list-style-type: none"> <li>- Habilidades sociales</li> <li>Colaboracion :</li> </ul>

	<b>U4:Lo que comemos y bebemos</b>		<b>Propósito, Función</b>	evolución, la creatividad y adaptación.	-Colaborar con compañeros en proyectos grupales y debates realizados en español. -Respetar las diversas perspectivas y culturas del mundo hispanohablante. Proporcionar comentarios constructivos a sus compañeros en español
5. Globalization and Sustainability	<b>U5: Nuestra casa es grande.</b>	Conexion	<b>contexto, modelos</b>	el lugar y tiempo donde nosotros vivimos desde nuestro contexto, modelos y conexiones.	Criterion A: iii, Criterion B: ii, Criterion C: i, iii, iv, Criterion D: ii, iii -Habilidades de comunicación: -Desarrollar habilidades efectivas para escuchar y hablar en español. -Practique la escucha activa durante las discusiones y presentaciones en el aula. -Participar en discusiones grupales y colaborar con compañeros en español. Escribir y presentar información de forma clara y coherente en español
6. Fairness and development		Lengua y Cultura /	<b>Cambios,culturas</b>	Explorar el idioma nos permite comprender y apreciar la riqueza de la	A: ii. -B: i - C ii., iv. D:iii,iv.  -Habilidades de alfabetización informacional

	<b>U6: Lengua y cultura en un contexto global.</b>	Identidad, comunicación y globalización		diversidad cultural, fomentando conexiones en nuestra comunidad global.	<p>-Encontrar, interpretar, juzgar y crear información.</p> <p>-Recopilar y analizar datos para identificar soluciones y tomar decisiones informadas.</p> <p>Habilidades de alfabetización mediática:</p> <p>-Interactuar con los medios para utilizar y crear ideas e información.</p> <p>-Comunicar información e ideas de manera efectiva a múltiples audiencias utilizando una variedad de medios y formatos.</p>
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### IB MYP – PHYSICAL HEALTH EDUCATION - 2023- 2024

IB MYP 1, 2 & 3 - PHYSICAL HEALTH EDUCATION					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Health and Fitness	Development	Choice, Perspective	Different perspective often help us make informed choices to develop our health and well being	Organization skills managing time and tasks effectively create plans to prepare for summative assessments (examinations and performances)
2. Orientation in Place and time	Swimming	Techniques	Strategies biomechanics	Understanding the biomechanics and techniques of swimming, promoting fitness and well- being through aquatic activities.	Technique refinement, safety awareness, fitness development and teamwork.

3. Personal and cultural expression	Team games	Communication	Function, Systems	For a team to function effectively, all team members must communicate effectively and clearly	Communication skills Exchanging thoughts, messages and information effectively through interaction, use a variety of speaking techniques to communicate with a variety of audiences
4. Scientific and technical innovation	The Importance Of Fitness and Health	Balance and active lifestyle	Holistic Health Active living,	Exploring how a comprehensive understanding and active engagement in fitness and health education empower individuals to make informed choices for lifelong well-being and societal impact.	Critical thinking, research, communication, and self-management.
5. Globalization and Sustainability	Yoga	knowledge,	Nature, Awareness,	Cultural preservation, and sustainable integration within diverse societies, promoting holistic well-being and environmental mindfulness	-Understanding Yoga's cultural roots -Promoting its global accessibility -Acknowledging Yoga's origins in ancient Indian philosophy

### IB MYP 4 & 5 - PHYSICAL HEALTH EDUCATION

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Health and Fitness	Development	Choice Perspective	Different perspective often help us make informed choices to develop	Self-management -Organization skills -Managing time and tasks effectively -Set goals that are challenging.
2. Orientation in space and time	Badminton	Relationships	Development Movement Patterns Balance	Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance	-Spatial awareness -Timing and Rhythm -Situational Awareness
3. Personal and cultural expression	Team Games	Communication	Functions Systems Personal and cultural expression	There must be clear and efficient communication	Communication skills

					-Exchanging thoughts, messages and information effectively through interaction -Use a variety of speaking techniques to communicate with a variety of audiences
4. Scientific and technical innovation	Swimming	Relationships	Systems Functions Scientific Technical innovation	The use of technology can impact the function of body systems that support physical and mental well-being	-Techniques -Performance -Safety
5. Globalization and sustainability	Frisbee	Change	Environment Adaptation Globalization Sustainability	Performers respond and adapt to changing environments, challenges and situations.	-Understanding the physics of Frisbee flight -Leveraging technology for precise data analysis. -
6. Fairness and development	Importance of health and Fitness	Change	Perspective Choice	Participants in sport can bring different perspective to the development and application of rules	Nutrition Critical thinking Research

**IB MYP – ENGLISH - 2023- 2024**

**IB MYP 1 – ENGLISH LANGUAGE AND LITERATURE**

<b>Global Context</b>	<b>Unit Topic</b>	<b>Key Concept</b>	<b>Related Concept</b>	<b>Statement of Inquiry</b>	<b>Approaches to Learning (Strands) Subject-group objectives</b>
1. Identities and relationships	Myths and Legends: A Mirror of Reality?	Perspective	Genres, Purpose	For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behavior and individual and cultural identities.	<b>Communication:</b> I. Communication skills - Reading, writing, and using language to gather and communicate information
2. Orientation in Place and time	Is This For Real?	Global Interactions	Theme, Character	Relationships between fictional characters guide the reader to interpret a theme and make text-to-world connections.	<b>Self-management:</b> III. Organization skills - Managing time and tasks effectively
3. Personal and cultural expression	Do You Believe in Magic?	Creativity	Setting, Genres	In some genres, writers are able to use their creativity to transgress the bounds of space and time through exploring familiar themes in unfamiliar settings.	<b>Thinking:</b> IX. Creative thinking skills - Generating novel ideas and considering new perspectives
4. Scientific and technical innovation	Is Seeing Always Believing?	Communication	Audience imperatives, Purpose	Through communication directors create film to position audiences to respond in a particular way.	<b>Research:</b> VII. Media Literacy Skills - Interacting with media to use and create ideas and information
5. Globalization and Sustainability	Do Advertisements Run the World?	Relationships	Style, Purpose	Advertisements share a common purpose, but through making certain linguistic and stylistic choices, writers can communicate ideas and tailor their messages to appeal to a specific audience on a global scale.	<b>Research:</b> VI. Information literacy skills - Finding, interpreting, judging and creating information
6. Fairness and development	Is All The World A Stage?	Connections	Audience imperatives, Style	Through the genre of Drama, Shakespeare has made connections with audiences across the globe for centuries, demonstrating the power of literature to represent relations between individuals and communities.	<b>Social:</b> II. Collaboration skills - Working effectively with others

## IB MYP 2 - ENGLISH LANGUAGE AND LITERATURE

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Friends Forever	Communication	Structure and Point of view	The structure of an epistolary text allows writers to communicate a particular point of view to explore identities and relationships.	<ul style="list-style-type: none"> <li>- Communication</li> <li>- creative thinking skills</li> </ul>
2. Orientation in Space and Time	How can we separate Fact from fiction	Creativity	Genres and Settings	Writers of the genre of Historical fiction can shed light on our orientation in space and time by using setting creatively to help us better understand and learn from the events which have shaped history.	<ul style="list-style-type: none"> <li>· Communication skills</li> <li>· Collaboration skills</li> <li>· Information literacy skills</li> <li>· Media literacy skills</li> <li>· Research skills</li> <li>· Reflection skills</li> </ul>
3. Personal and cultural expression	Do Girls Run the World?	Creativity	Point of view and theme	Throughout History, Women have used creativity as a means of personal and cultural expression demonstrating their points of view in a patriarchal society.	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Information literacy</li> <li>- Research</li> </ul>
4. Scientific and technical innovation	Why Travel?	Perspectives	Context, and self-expression	Journeys provide insights into a range of contexts and perspectives, and scope for significant discovery, learning and self-expression	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Creative Thinking skills</li> </ul>
5. Globalization and Sustainability	Environmental Journalism	Communication	Audience, Purpose, Structure, Style	Evidence can provide a powerful basis for persuasive communication about human impacts on the environment.	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Organization</li> <li>- Information Literacy</li> </ul>
6. Fairness and development	Should we Forgive and Forget?	Perspective	Character and theme?	Depending on character perspective, ideas of power and privilege and equality can differ.	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Critical Thinking skills</li> </ul>



**IB MYP 3 - ENGLISH LANGUAGE AND LITERATURE**

<b>Global Context</b>	<b>Unit Topic</b>	<b>Key Concept</b>	<b>Related Concept</b>	<b>Statement of Inquiry</b>	<b>Approaches to Learning (Strands) Subject-group objectives</b>
1. Identities and relationships	Future Goals and the MYP	Connections	Purpose	Although the future may seem an eternity away, making purposeful connections with others helps us to develop as individuals and as lifelong learners.	<ul style="list-style-type: none"> <li>— Communication</li> <li>— Organization</li> <li>— Reflection</li> </ul>
2. Personal and cultural expression	Slang	Communication	Audience, Context, Purpose	The language we use is a means of personal and cultural expression, but for effective communication we need to adapt our use of words and phrases to suit different contexts and purposes.	<ul style="list-style-type: none"> <li>— Communication</li> <li>— information literacy</li> <li>— Creative-Thinking</li> </ul>
3. Globalization and sustainability	Environmental Journalism	Communication	Audience, Purpose, Structure, Style	Evidence can provide a powerful basis for persuasive communication about human impacts on the environment.	<ul style="list-style-type: none"> <li>— Collaboration</li> <li>— Organization</li> <li>— Information Literacy</li> </ul>
4. Fairness and development	Overcoming Challenges	Communication	Point of View; Empathy	Our identity is affected by the relationships we form; building relationships requires good communication and empathy for others' points of view.	<ul style="list-style-type: none"> <li>— Creative-thinking</li> <li>— Reflection</li> <li>— Transfer</li> <li>— Affective</li> </ul>
5. Orientation in space and time	Travel Writing	Creativity	Conventions, Point of View, Purpose, Audience	Traveling to a new place allows us to express our creativity and gives us access to other points of view; the conventions of travel writing serve the purpose of allowing us to share our experiences with audiences from around the world and develop a sense of our orientation in space and time.	<ul style="list-style-type: none"> <li>— Communication</li> <li>— Information literacy</li> <li>— Critical-thinking</li> </ul>

**IB MYP 4 & 5 - ENGLISH LANGUAGE AND LITERATURE**

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Personal and cultural expression	Cultural Identity	Connections	Context	A person's cultural identity and sense of belonging may derive from connections to family, language context, ethnicity and social backgrounds.	<ul style="list-style-type: none"> <li>–Organization</li> <li>–Reflection</li> <li>–Critical-Thinking</li> </ul>
2. Scientific and Technical Innovation	Identity Brand	Communication	Message	Messages received through social media and social networking facilitate the communication of identity as a brand and not only shape future forms of self-expression, but also influence technological innovation	<ul style="list-style-type: none"> <li>–Communication</li> <li>–Information Literacy</li> </ul>
3. Identities and Relationships	Health	Culture	Point of View	Points of view on health and well-being are influenced by our identities and relationships with each other, and the messages we find in the media, on social networks and in our cultural environment.	<ul style="list-style-type: none"> <li>–Affective</li> <li>–Communication</li> </ul>
4. Orientation in Space and Time	Globalization	Culture	Context	An increasing globalization context strengthens the interdependence between cultures. This further extends cultural diffusion across time and space.	<ul style="list-style-type: none"> <li>–Collaboration</li> <li>–Creative thinking</li> </ul>
5. Globalization and Sustainability	Environmental Sustainability	Communication	Argument	People's arguments for the way they live their lives must consider the interconnectedness of every life on the planet. Through the communication of this message, we can take action to live sustainably in an increasing globalized world.	<ul style="list-style-type: none"> <li>–Information Literacy</li> <li>–Reflection</li> <li>–Transfer</li> </ul>
6. Fairness and development	Poverty	Connections	Empathy	More than 3 billion people live on less than \$2.50 USD per day. Poverty is clearly connected to global hunger and	<ul style="list-style-type: none"> <li>–Affective</li> <li>–Critical-thinking</li> <li>–Media-literacy</li> </ul>

				an inequality in fairness and development. Through empathy, we can work towards changing this morally and socially unacceptable trap which people are continually born into.	
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### IB MYP 1 - FRENCH LANGUAGE AND LITERATURE

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	DU RÉEL: Du mot à autres mondes, les créatures	Perception	Imagination	Exploring the fantastical worlds and creatures in literature and visual media allows us to examine how our perceptions and imagination shape our understanding of ourselves and our relationships with others	<p><b>Approaches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Research Skills</li> <li>- Critical and Creative Thinking Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Analyze literary and visual texts related to fantastical worlds and creatures.</b></p> <ul style="list-style-type: none"> <li>- Explore how authors and artists use language and imagery to create alternative realities.</li> <li>- Identify common themes and motifs in fantastical literature and art.</li> </ul> <p><b>Develop written and oral communication skills to express interpretations and reflections on fantastical narratives.</b></p>

- Write essays or present oral analyses on themes and characters in fantastical literature.

- Create original pieces of fantastical writing or art.

**Investigate the role of imagination in shaping our understanding of identities and relationships.**

- Study how different cultures and historical contexts influence fantastical narratives.

- Reflect on how fantastical elements can be metaphors for real-world issues.

**Evaluate the impact of visual media on our perceptions of fantastical worlds and creatures.**

- Analyze how visual effects and design contribute to the portrayal of fantastical elements in films and artworks.

- Explore the relationship between written descriptions and visual representations.

**Collaborate with peers on creative projects that involve creating and analyzing fantastical narratives.**

- Work collaboratively on projects that combine literature and visual arts.

- Engage in group discussions and debates about the significance of fantastical narratives in society.

<p>2. Orientation in Place and time</p>	<p>LIQUE! C'est du une! Engagez-</p>	<p>Engagement</p>	<p>Social Responsibility</p>	<p>ng real-life engagement empowers          lerstand the impact of our actions          e informed choices for positive</p>	<p><b>ches to Learning (Strands):</b>  <b>Research Skills:</b> Students will develop research skills to investigate real-life issues and understand their complexities.  <b>Communication Skills:</b> Students will enhance their communication skills to express their ideas effectively and collaborate with others.  <b>Critical Thinking:</b> Students will engage in critical thinking to analyze various aspects of engagement and its consequences.  <b>Self-Management:</b> Students will practice self-management to balance their responsibilities and commitments effectively.  <b>Social Skills:</b> Students will develop social skills to work collaboratively and contribute to their communities.</p> <p><b>Subject-group Objectives: Analyze literary and non-literary texts related to themes of social engagement and activism.</b>          - Examine how authors use language to express ideas about engagement.          - Identify stylistic elements, such as metaphor or personification, to understand the deeper meaning of texts.  <b>Develop written and oral communication skills to express</b></p>
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				<p><b>ideas, opinions, and reflections on social engagement.</b></p> <ul style="list-style-type: none"> <li>- Write persuasive essays or speeches on topics related to engagement.</li> <li>- Participate in oral debates to defend viewpoints on social issues.</li> </ul> <p><b>Explore different forms of engaged literature, including poetry, novels, drama, and political discourse.</b></p> <ul style="list-style-type: none"> <li>- Analyze how literary genres can be used to address societal issues.</li> <li>- Create original literary projects that express ideas about engagement.</li> </ul> <p><b>Evaluate how the French language is used in advocacy and social mobilization contexts.</b></p> <ul style="list-style-type: none"> <li>- Study speeches and written texts by engaged figures to understand their impact.</li> <li>- Analyze rhetoric and linguistic strategies used in activist speeches.</li> </ul> <p><b>Collaborate with peers on creative writing or research projects exploring issues related to social engagement.</b></p> <ul style="list-style-type: none"> <li>- Work as a team to design and present literary projects.</li> <li>- Integrate interdisciplinary perspectives to enhance understanding of social engagement through language and literature.</li> </ul>
3. Personal and cultural expression	S GRANDS Héros mythiques,	Heroism	Representation	<p>ng the myths and stories of heroic from different cultures allows us to</p> <p><b>ches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Communication Skills</li> </ul>

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nd how heroism is represented and  
d, both personally and culturally.

- Research Skills
- Critical and Creative Thinking Skills
- Subject-Group Objectives: French Language and Literature**
- **Analyze myths and stories featuring heroic figures from various cultural contexts.**
- Investigate the characteristics and qualities associated with heroes in different cultures.
- Examine how heroic narratives reflect cultural values and beliefs.
- **Explore the role of representation in shaping perceptions of heroism.**
- Analyze how heroes are portrayed in literature, art, and media.
- Discuss the impact of cultural and historical factors on hero representation.
- Develop communication skills to express interpretations and reflections on heroism.**
- Write essays or create presentations about heroic figures and their significance.
- Engage in discussions and debates about the concept of heroism.
- Investigate the cultural and personal significance of heroic figures.**

					<ul style="list-style-type: none"> <li>- Reflect on the influence of heroic stories on individual and collective identities.</li> <li>- Compare and contrast different cultural perspectives on heroism.</li> </ul> <p><b>Collaborate with peers on creative projects related to heroism and representation.</b></p> <ul style="list-style-type: none"> <li>- Work together on projects that involve reimagining or reinterpreting heroic narratives.</li> <li>- Participate in group activities that explore the diversity of heroism.</li> </ul>
4. Scientific and technical innovation	QUE D'ÉMOTIONS! Il n'y a pas à en rougir, Coeurs de lion, Minute papillon!	Emotions	Expression	<p>Exploring the role of emotions and their representation in literature and art allows us to understand their impact on personal experiences and how they can drive scientific and technical innovation.</p>	<p><b>Connections to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Research Skills</li> <li>- Creative Thinking Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <ul style="list-style-type: none"> <li>- <b>Analyze the representation of emotions in literature and art.</b></li> <li>- Examine how authors and artists convey emotions through language and imagery.</li> <li>- Explore the cultural and historical contexts that influence emotional expression.</li> </ul> <p><b>Investigate the relationship between emotions and scientific/technical innovation.</b></p> <ul style="list-style-type: none"> <li>- Research examples of innovations driven by emotional experiences or needs.</li> </ul>



					<ul style="list-style-type: none"> <li>- Discuss how emotional intelligence can contribute to problem-solving in STEM fields.</li> <li><b>Develop communication skills to express personal emotions and insights.</b></li> <li>- Write reflective essays or create art projects that explore personal emotions.</li> <li>- Participate in discussions and presentations on the connection between emotions and innovation.</li> <li><b>Explore the ethical implications of emotional expression in scientific and technical contexts.</b></li> <li>- Reflect on the ethical considerations of using emotions to drive innovation.</li> <li>- Analyze case studies of innovations with both positive and negative emotional impacts.</li> <li><b>Collaborate with peers on creative projects related to emotions and innovation.</b></li> <li>- Work together on projects that involve expressing emotions through various media.</li> <li>- Collaborate on research projects examining the emotional aspects of innovation.</li> </ul>
5. Globalization and Sustainability	QU'ILS SONT GRANDS, CES PETITS! Dans la cour des grands,	Adolescence	Transition	ing the challenges and opportunities science in a globalized world helps stand how young people navigate	<b>ches to Learning (Strands):</b> <ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Research Skills</li> <li>- Social Skills</li> </ul>

Ados...mais pas trop!

and societal changes while  
ing sustainability.

**Subject-Group Objectives:** French Language and Literature

**Analyze literary and cultural representations of adolescence.**

- Examine how authors and artists portray the challenges and joys of adolescence.

- Explore the impact of globalization on the experiences of young people.

**Investigate the role of language in shaping adolescents' identities.**

- Analyze how language use reflects adolescents' self-identity and cultural influences.

- Research linguistic variations and slang in the context of youth culture.

**Develop communication skills to express thoughts and emotions during adolescence.**

- Write personal reflections or creative pieces related to the adolescent experience.

- Engage in discussions on the challenges faced by adolescents globally.

**Explore the impact of globalization on youth culture and sustainability.**

- Investigate how globalization affects the choices and values of young people.

- Discuss sustainability practices and their relevance to adolescents' lives.

					<p><b>Collaborate on projects related to adolescent experiences.</b></p> <ul style="list-style-type: none"> <li>- Work in teams to create presentations or artistic projects on topics related to adolescence.</li> <li>- Collaborate on research projects examining the impact of globalization on youth.</li> </ul>
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**IB MYP 2 & 3 - FRENCH LANGUAGE AND LITERATURE**

<b>Global Context</b>	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Se chercher, se construire. LE VOYAGE ET L'AVENTURE: POURQUOI ALLER VERS L'INCONNU?	Exploration	Self-discovery	Journey into the unknown, whether literal or metaphorical, is a powerful catalyst for self-discovery and a catalyst for personal identities and relationships.	<p><b>Approaches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Research Skills</li> <li>- Social Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Analyze literary and cultural representations of journeys and self-discovery.</b></p> <ul style="list-style-type: none"> <li>- Explore how literature and art depict the theme of exploration.</li> <li>- Investigate how characters' journeys lead to self-discovery and transformation.</li> </ul> <p><b>Investigate the role of language in shaping narratives of self-discovery.</b></p>

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|  |  |  |  | <ul style="list-style-type: none"><li>- Analyze how language choices reflect the inner thoughts and emotions of characters.</li><li>- Research the use of symbolism and metaphor in narratives of exploration.</li></ul> <p><b>Develop communication skills to express thoughts and emotions related to self-discovery.</b></p> <ul style="list-style-type: none"><li>- Write personal reflections or creative pieces inspired by the theme of exploration.</li><li>- Engage in discussions on the impact of journeys on personal identities and relationships.</li></ul> <p><b>Explore different forms of exploration: physical, emotional, and cultural.</b></p> <ul style="list-style-type: none"><li>- Examine how individuals explore new places, emotions, and cultures. Discuss the connections between physical journeys and inner quests for self-discovery.</li></ul> <p><b>Collaborate on projects related to the theme of exploration and self-discovery.</b></p> <ul style="list-style-type: none"><li>- Work in teams to create presentations or artistic projects inspired by literary works.</li><li>- Collaborate on research projects examining the significance of exploration in shaping identities and relationships.</li></ul> |
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<p>2. Orientation in Place and time</p>	<p>société, participer à AVEC AUTRUI: AMIS, RÉSEAUX</p>	<p>Relationships</p>	<p>Community</p>	<p>The dynamics of relationships within families, with friends, and in social networks play a crucial role in shaping individual identities and influencing societal participation.</p>	<p><b>Themes to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Research Skills</li> <li>- Social Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Analyze the portrayal of relationships in literature and media.</b></p> <ul style="list-style-type: none"> <li>- Examine how literature and media depict various types of relationships.</li> <li>- Investigate the impact of relationships on individual growth and societal roles.</li> </ul> <p><b>Explore the role of language in interpersonal communication.</b></p> <ul style="list-style-type: none"> <li>- Analyze how language choices influence the dynamics of familial, friendship, and network interactions.</li> <li>- Research communication styles and their effects on relationships.</li> </ul> <p><b>Develop communication skills for effective interactions.</b></p> <ul style="list-style-type: none"> <li>- Practice active listening and empathetic communication in different social contexts.</li> <li>- Explore effective ways of expressing emotions and resolving conflicts within relationships.</li> </ul> <p><b>Investigate the importance of belonging and community in identity formation.</b></p>
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					<ul style="list-style-type: none"> <li>- Study how a sense of belonging to families, peer groups, and larger communities contributes to personal identity.</li> <li>- Discuss the influence of societal norms and expectations on individual behavior.</li> </ul> <p><b>Collaborate on projects exploring the role of relationships in society.</b></p> <ul style="list-style-type: none"> <li>- Work collaboratively on research projects related to familial, friendship, or network dynamics.</li> <li>- Present findings on how relationships impact societal participation and personal development.</li> </ul>
3. Personal and cultural expression	Regarder le monde, inventer des mondes: IMAGINER DES UNIVERS NOUVEAUX	Creativity	Imagination	The act of creating new worlds and narratives through literature and artistic expression allows individuals to explore their imagination and reflect on the diversity of human experiences.	<p><b>Skills to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Research Skills</li> <li>- Communication Skills</li> <li>- Self-Management Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Analyze the role of imagination in literature and art.</b></p> <ul style="list-style-type: none"> <li>- Explore how imagination is harnessed to create alternative worlds and narratives.</li> <li>- Analyze how authors and artists use imaginative elements to convey messages and emotions.</li> </ul> <p><b>Examine the cultural and personal dimensions of creative expression.</b></p>

					<ul style="list-style-type: none"> <li>- Investigate how cultural backgrounds influence the creation of new worlds in literature and art.</li> <li>- Reflect on the personal motivations and inspirations that drive creative expression.</li> <li><b>Develop research skills for investigating imaginative works.</b></li> <li>- Conduct research on literary and artistic works that feature imaginative elements.</li> <li>- Evaluate sources and information to deepen the understanding of creative expression.</li> <li><b>Enhance communication skills through creative writing and expression.</b></li> <li>- Engage in creative writing exercises and artistic projects to convey imaginative ideas.</li> <li>- Present and share creative works with peers to foster discussion and appreciation.</li> <li><b>Manage time and resources effectively in the creative process.</b></li> <li>- Set goals and timelines for creative projects and assignments.</li> <li>- Organize resources and manage time efficiently to complete imaginative works.</li> </ul>
4. Scientific and technical innovation	Agir sur le monde : Héros, Héroïnes et Héroïsmes	Action	Heroism	ng the roles of heroes and heroines ure and history, and understanding pact on society, inspires individuals	<b>ches to Learning (Strands):</b> <ul style="list-style-type: none"> <li>- Information Literacy</li> <li>- Social Skills</li> </ul>

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te to scientific and technical  
on.

- Communication Skills
- Subject-Group Objectives: French Language and Literature**
- Analyze the concept of heroism in literature and real-life contexts.**
- Investigate how heroism is portrayed in literary works, historical events, and contemporary society.
  - Examine the attributes and qualities associated with heroes and heroines.
- Explore the influence of heroes and heroines on societal values and progress.**
- Analyze how heroes and heroines have shaped societal norms and values.
  - Investigate the contributions of heroes and heroines to scientific and technical innovation.
- Develop information literacy skills to research heroic figures and narratives.**
- Conduct research on heroic figures from literature, history, and contemporary times.
  - Evaluate and synthesize information from various sources to deepen understanding.
- Enhance social skills through discussions and debates on heroism.**
- Engage in discussions and debates on the concept of heroism and its relevance in today's world.



					<ul style="list-style-type: none"> <li>- Collaborate with peers to explore diverse perspectives on heroism.</li> </ul> <p><b>Strengthen communication skills by presenting findings on heroic individuals.</b></p> <ul style="list-style-type: none"> <li>- Prepare presentations or reports on chosen heroic figures, highlighting their impact on society.</li> <li>- Deliver well-structured and persuasive presentations to convey information effectively.</li> </ul>
5. Globalization and Sustainability	Comprendre le monde: L'ÊTRE HUMAIN EST-IL MAÎTRE DE LA NATURE?	Power	Nature	Investigating the relationship between humanity and nature, students explore how power dynamics influence our understanding of and impact on the environment, promoting discussions on global sustainability.	<p><b>ches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Research Skills</li> <li>- Communication Skills</li> <li>- Social Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Examine the concept of human power and its impact on nature.</b></p> <ul style="list-style-type: none"> <li>- Analyze historical and contemporary perspectives on humanity's power over the environment.</li> <li>- Investigate literature that explores the consequences of human actions on nature.</li> </ul> <p><b>Explore the role of language in shaping attitudes toward nature.</b></p> <ul style="list-style-type: none"> <li>- Analyze how language and rhetoric influence perceptions of nature and environmental issues.</li> </ul>

					<ul style="list-style-type: none"><li>- Investigate the use of language to advocate for environmental sustainability.</li></ul>
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**Develop research skills to investigate environmental topics.**

- Conduct research on environmental issues and their global implications.
- Evaluate and synthesize information from various sources to deepen understanding.

**Enhance communication skills by discussing environmental challenges.**

- Engage in discussions and debates on topics related to humanity's impact on nature.
- Collaborate with peers to explore diverse perspectives on environmental sustainability.
- **Strengthen social skills through group projects on sustainability.**
- Work collaboratively on projects that address local or global sustainability challenges.
- Present findings and proposals for sustainable practices to the class or school community.

## IB MYP 4 & 5 - FRENCH LANGUAGE AND LITERATURE

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Se chercher, se construire: DIRE L'AMOUR	Perspective	Emotions	This unit explores the intricate relationship between language, emotions, and self-identity, investigating how individuals express and navigate the complexities of love and relationships through communication.	<p><b>Approaches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Social Skills</li> <li>- Research Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Examine the role of language in expressing emotions.</b></p> <ul style="list-style-type: none"> <li>- Analyze literary texts that explore the use of language to convey emotions, particularly in the context of love and relationships.</li> <li>- Reflect on how language shapes our understanding of emotions and self-identity.</li> </ul> <p><b>Investigate the impact of communication on interpersonal relationships.</b></p>

					<ul style="list-style-type: none"><li>- Explore narratives that depict the dynamics of love and relationships, including miscommunication and emotional expression.</li><li>- Analyze the role of effective communication in building and maintaining relationships.</li></ul> <p><b>Develop communication skills through literary analysis.</b></p> <ul style="list-style-type: none"><li>- Engage in close reading and textual analysis to interpret the portrayal of emotions in literature.</li><li>- Express personal responses to literary works and engage in discussions with peers.</li><li>- <b>Enhance social skills by exploring diverse perspectives on love.</b></li><li>- Collaborate with classmates to discuss different cultural and societal views on love and relationships.</li><li>- Foster empathy and understanding for diverse experiences of love.</li><li>- <b>Cultivate research skills by exploring the cultural aspects of love.</b></li><li>- Conduct research on cultural expressions of love, including rituals, traditions, and artistic representations.</li></ul>
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					- Present findings to the class and engage in cross-cultural comparisons.
2. Orientation in Place and time	Vivre en société, participer à la société: INDIVIDU ET SOCIÉTÉ: CONFRONTATION DE VALEURS	Culture	Values	This unit explores the complex interplay between individual values and societal norms across different historical and cultural contexts. Students investigate how individuals navigate the clash of personal values with those of society, ultimately reflecting on the dynamic nature of culture and its influence on personal identity.	<p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Examine the role of culture in shaping values.</b></p> <ul style="list-style-type: none"> <li>- Analyze literary and historical texts to understand how cultural contexts influence the formation of individual and societal values.</li> <li>- Explore the dynamic relationship between culture, identity, and personal values.</li> </ul> <p><b>Investigate the conflicts arising from the clash of values.</b></p> <ul style="list-style-type: none"> <li>- Study narratives and case studies depicting situations where personal values diverge from societal norms.</li> <li>- Reflect on the ethical dilemmas and consequences of such conflicts.</li> </ul> <p><b>Develop research skills through in-depth analysis.</b></p> <ul style="list-style-type: none"> <li>- Conduct research on historical and contemporary events where values played a significant role in societal changes.</li> <li>- Evaluate and synthesize diverse sources of information to construct a comprehensive understanding of value conflicts.</li> </ul>

					<p><b>Enhance communication skills by expressing and defending personal values.</b></p> <ul style="list-style-type: none"> <li>- Engage in debates and discussions on moral and ethical topics, presenting well-reasoned arguments.</li> <li>- Collaborate with peers to explore differing perspectives on value conflicts.</li> </ul> <p><b>- Foster social skills by examining empathy and cultural understanding.</b></p> <ul style="list-style-type: none"> <li>- Promote discussions and activities that encourage empathy for individuals facing value conflicts.</li> <li>- Develop an appreciation for cultural diversity and its impact on societal values.</li> </ul>
3. Personal and cultural expression	Regarder le monde, inventer des mondes: LA FICTION POUR INTERROGER LE RÉEL	Creativity	Imagination	This unit explores the power of fiction as a tool for questioning and interpreting reality. Students engage with literary and artistic works to understand how creative expression and imagination are essential for comprehending and challenging the complexities of the real world. Through various media and forms of fiction, students investigate the dynamic interplay between imagination and reality.	<p><b>Approaches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Critical Thinking Skills</li> <li>- Communication Skills</li> <li>- Self-Management Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Examine the role of fiction in shaping our understanding of reality.</b></p> <ul style="list-style-type: none"> <li>- Analyze literary works, films, and artworks that blur the boundaries between fiction and reality.</li> </ul>

					<ul style="list-style-type: none"><li>- Investigate how creative expression can reveal hidden truths and provoke critical thinking about society.</li><li><b>Explore the relationship between imagination and the interpretation of the world.</b></li><li>- Examine how authors and artists use imagination to shed light on complex social, cultural, and political issues.</li><li>- Reflect on the impact of imaginative storytelling on individuals' perceptions of reality.</li><li><b>Enhance critical thinking skills through literary and artistic analysis.</b></li><li>- Evaluate various forms of fiction to discern underlying messages and themes.</li><li>- Engage in discussions and debates about the ethical and societal implications of fictional narratives.</li><li><b>Develop communication skills by expressing interpretations of reality.</b></li><li>- Write critical essays and engage in debates on the influence of fiction on the perception of reality.</li><li>- Collaborate with peers to construct well-structured arguments and articulate ideas effectively.</li></ul>
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					<p><b>Foster self-management skills through independent research and creativity.</b></p> <ul style="list-style-type: none"> <li>- Independently explore a chosen topic related to the impact of fiction on the real world.</li> <li>- Create original artistic or literary pieces that challenge traditional narratives and offer new perspectives.</li> </ul>
4. Scientific and technical innovation	<p>Agir sur le monde: INFORMER, S'INFORMER, DÉFORMER?</p>	Communication	Media	<p>This unit delves into the multifaceted realm of communication within the context of an evolving world driven by scientific and technical innovation. Students explore the power of information dissemination, the role of media in shaping public perception, and the potential for both positive and negative impacts on society. They investigate how individuals can responsibly engage with information, critically assess its sources, and contribute to informed decision-making.</p>	<p><b>Approaches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Communication Skills</li> <li>- Information Literacy</li> <li>- Critical Thinking Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Examine the influence of communication on society and innovation.</b></p> <ul style="list-style-type: none"> <li>- Analyze various forms of media, including written, visual, and digital, in the context of scientific and technical innovation.</li> <li>- Explore the ethical implications of communication in a rapidly changing world.</li> <li>- <b>Investigate the role of the media in shaping public opinion and knowledge.</b></li> <li>- Evaluate how media outlets present information related to scientific</li> </ul>



					<p>advancements and technological breakthroughs.</p> <ul style="list-style-type: none"><li>- Reflect on the potential biases and impacts of media narratives on public perception.</li></ul> <p><b>Enhance communication skills for effective expression and analysis.</b></p> <ul style="list-style-type: none"><li>- Develop persuasive and informative communication strategies for addressing complex scientific and technical topics.</li><li>- Engage in discussions and debates on the ethical use of media and information dissemination.</li></ul> <p><b>Foster information literacy through responsible information consumption.</b></p> <ul style="list-style-type: none"><li>- Practice critical evaluation of information sources, discerning credible from unreliable content.</li><li>- Demonstrate an understanding of the consequences of spreading misinformation in a technologically advanced society.</li></ul> <p><b>Cultivate critical thinking skills for informed decision-making.</b></p> <ul style="list-style-type: none"><li>- Explore case studies involving the responsible or irresponsible use of information in scientific and technical contexts.</li><li>- Collaborate with peers to analyze complex issues and propose</li></ul>
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					solutions grounded in ethical communication.
5. Globalization and Sustainability	Comprendre le monde: LA VILLE LIEU DE TOUS LES POSSIBLES	Community	Urbanization	<p>This unit explores the multifaceted nature of urban environments as they intersect with globalization and sustainability. Students investigate the dynamics of urban communities, considering their social, economic, and environmental dimensions. Through literary and cultural lenses, they examine the impact of globalization on urban spaces and delve into questions of sustainability in the context of rapid urbanization. The unit encourages critical reflection on the role of individuals and communities in shaping sustainable urban futures.</p>	<p><b>Approaches to Learning (Strands):</b></p> <ul style="list-style-type: none"> <li>- Research Skills</li> <li>- Critical and Creative Thinking</li> <li>- Communication Skills</li> </ul> <p><b>Subject-Group Objectives:</b> French Language and Literature</p> <p><b>Analyze the complexities of urban communities in a globalized world.</b></p> <ul style="list-style-type: none"> <li>- Investigate the cultural diversity and social dynamics of urban areas, considering the effects of globalization.</li> <li>- Examine literary works and cultural expressions that depict the urban experience.</li> </ul> <p><b>Explore the impact of globalization on urbanization.</b></p> <ul style="list-style-type: none"> <li>- Investigate how globalization influences urban development, economies, and cultures.</li> <li>- Reflect on the challenges and opportunities associated with global urbanization trends.</li> </ul> <p><b>Examine sustainability within urban contexts.</b></p>

					<ul style="list-style-type: none"><li>- Analyze the environmental and social sustainability challenges faced by urban areas.</li><li>- Discuss the role of individuals and communities in promoting sustainable urban development.</li><li><b>Develop research skills for in-depth exploration of urban topics.</b></li><li>- Conduct research on urbanization, globalization, and sustainability, using credible sources.</li><li>- Synthesize information to form well-supported arguments and perspectives.</li><li><b>Foster critical and creative thinking regarding urban issues.</b></li><li>- Engage in discussions and debates about urban challenges and potential solutions.</li><li>- Encourage innovative approaches to addressing urban sustainability and globalization challenges.</li></ul>
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**IB MYP 1, 2 & 3 English Language Acquisition**

Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Autism	Perspectives	Point of view/ Voice	Seeing the world through the perspective of someone with autism and understanding how they express their thoughts, feelings and ideas can teach us a lot.	Objectives: A, B, C ATL skills: Self-management – affective skills Research – information literacy skills Communication – communication skills

2. Orientation in Place and time	It was then that ...	Connections	Context/ Purpose	Connecting with and concluding from our personal histories helps us to understand where we are at this point in our lives.	<p>Objectives: A, C, D</p> <p>ATL skills:</p> <ul style="list-style-type: none"> <li>- Self-management</li> <li>- reflection skills</li> <li>- Thinking – critical thinking skills</li> </ul>
3. Personal and cultural expression	Imersed in Writing	Creativity	Structure/ stylistic choices	Creative stylistic choices and coherent structure are essential for good writing	<p>Objectives: B, D</p> <p>ATL skills:</p> <p>Communication – communication skills Transfer skills</p>
4. Scientific and technical innovation	They Changed the World	Creativity	Purpose/ message	The scientific and technical innovation's purpose and message are determined and defined by a creative mind.	<p>Objectives: A, C, D</p> <p>ATL skills:</p> <p>Communication – communication</p>

					skills Research – information literacy skills
5. Globalization and Sustainability	What's in a neighborhood?	Connections	structure/ empathy	The conventions and structures of our communities connect us to the world, allowing us to share different interests and values.	
6. Personal and cultural expression	The World is a Colourful Place	Culture	Structure/Audience	We are all different and it is only when we learn about our differences that we can truly become global citizens	Objectives: C, D ATL skills: Communication – communication skills Research – information literacy skills

## IB MYP – French Language acquisition curriculum 2023-2024

IB MYP 1, 2 & 3 – FRENCH					
Global Context	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1. Identities and relationships	Greetings and Farewells.	Audience, Form	Communication	Identity can be formed through communication with audiences.	<p>Communication</p> <p>I. Communication skills: Exchanging thoughts, messages and information effectively through interaction.</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>II. Social Skills:</p> <ul style="list-style-type: none"> <li>. Enhance social skills by understanding cultural norms related to greetings and farewells.</li> <li>. Discussions on the significance of greetings in different cultures.</li> </ul> <p style="text-align: center;"><b><u>A: i.ii -B:ii.iii -C:i.ii, - D: ii.iii</u></b></p>
2. Orientation in Place and time	Friends and Families	structure, context	Identity	The study of friends and family in French language acquisition enables us to understand how relationships are formed, how cultural values are expressed, and how identity is shaped.	<p>I. Communication skills</p> <p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> <li>. Read critically and for comprehension</li> </ul> <p>- Social Skills: Collaborate on group projects, sharing perspectives on family dynamics in literature.</p> <p>- Research Skills: Conduct literary research on cultural aspects of friendships and families.</p> <p style="text-align: center;"><b><u>A: iii -B:i -C:ii, - D:i</u></b></p>
3. Personal and cultural expression	Responsible Shopping	Audience	communication	Communicating what we need should not only be focused on audience, but also on our beliefs as responsible citizens.	<p>I. Communication skills</p> <p>Exchanging thoughts, messages and information effectively through interaction.</p> <p>Use a variety of speaking techniques to communicate with a variety of audiences</p> <p style="text-align: center;"><b><u>A: i.ii - B: ii -C:iii- D: ii.</u></b></p>
4. Scientific and technical innovation	Transport and Environment	Function	connections/ communication	Transportation systems shape our daily lives, but they also have significant impacts on the environment, and our choices and actions can make a difference.	<ul style="list-style-type: none"> <li>-Research Skills: Conduct experiments and research on the environmental effects of transportation.</li> <li>-Thinking Skills: Analyze data on carbon emissions and pollution from different transport methods.</li> </ul>

					<p>-Communication Skills: Present findings on the environmental impact to classmates.</p> <p>- Exchanging thoughts, messages and information effectively through interaction. Collaborate with peers and experts using a variety of digital environments and media.</p> <p><b><u>A: i.ii - B: ii -C:iii- D: ii.</u></b></p>
5. Globalization and Sustainability	Let Us Help our Planet	Interconnectedness, Responsibility,	Citizenship, Cause and Consequence,	Understanding the interconnectedness of environmental issues and developing sustainable solutions require collaboration and a comprehensive understanding of scientific, social, and design perspectives.	<p>Communication skills:</p> <p>Exchanging thoughts, messages and information effectively through interaction.</p> <p>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. Critical thinking skills: Analysing and evaluating issues and ideas. Recognise unstated assumptions and bias Identify obstacles and challenges.</p> <p><b><u>A: i. ii. B: iii. C: i. ii. iv. D: iv.</u></b></p>
6. Fairness and development	Language and Culture in a Global Context.	Language and Culture	cultural changes	Exploring language allows us to understand and appreciate the richness of cultural diversity, fostering connections in our global community.	<p>-Information literacy skills:</p> <p>Finding, interpreting, judging and creating information</p> <p>Collect and analyse data to identify solutions and make informed decisions</p> <p>Media literacy skills:</p> <p>-Interacting with media to use and create ideas and information</p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b><u>A: ii. -B: i - C ii., iv. D:iii.iv.</u></b></p>

**IB MYP 4 & 5 -FRENCH**

<b>Global Context</b>	Unit Topic	Key Concept	Related Concept	Statement of Inquiry	Approaches to Learning (Strands) Subject-group objectives
1- Identities and relationships	Greetings and Farewells.	communication	form, audience	Identity can be formed through communication with audience.	<p>I. Communication skills</p> <p>Exchanging thoughts, messages and information effectively through interaction.</p> <p>. Give and receive meaningful feedback</p> <p><b><u>A: i. ii. -B iii. -C: i. ii - D: i.ii.iii</u></b></p>



2-Orientation in space and time	Daily Life	communication,culture	message, context	Daily routines provide a lens through which we can understand cultural values, personal identity, and the nuances of language in different contexts.	II. Collaboration skills: Working effectively with others. Take responsibility for one's own actions. Listen actively to other perspectives and ideas Encourage others to contribute. <b><u>A i. iii. C ii. iii. i.</u></b>
3- Personal and cultural expression	My Cultural Identity	culture	audience, context	The exploration of cultural identity fosters empathy, respect, and interconnectedness among individuals and communities.	I. Communication skills Exchanging thoughts, messages and information effectively through interaction .Give and receive meaningful feedback <b><u>A iii. ii. B i. iii. C:iv.ii. D i. ii.</u></b>
4- Scientific and technical innovation	Rules of Politeness	communities	audience, form	Through an understanding of French cultural norms and customs, we can effectively communicate in a variety of social situations using the appropriate rules of politeness.	I. Communication skills: Exchanging thoughts, messages and information effectively through interaction. Give and receive meaningful feedback. Negotiate ideas and knowledge with peers and teachers. Reading, writing and using language to gather and communicate information. Make inferences and draw conclusions.  II. Collaboration skills: Working effectively with others. Take responsibility for one's own actions. Make fair and equitable decisions. Encourage others to contribute. Give and receive meaningful feedback.  <b><u>A: iii B: i C: iv. iii D: iv</u></b>
5-Globalization and sustainability	Racine and Ethnies	culture, identity	audience, conventions	Exploring the roots and ethnicities in French-speaking countries helps us understand the complexities of identity and fosters intercultural understanding.	I. Communication skills Exchanging thoughts, messages and information effectively through interaction  Use a variety of speaking techniques to communicate with a variety of audiences. Reading, writing and using language to gather and communicate information. Read critically and for comprehension.Organize and depict information logically. <b><u>A: i- B: i ii iii - C: i ii -D: ii iii</u></b>
6- Fairness and development	The different festivals around the world.	communication,culture	message,audience,contexte.	Understanding different celebrations around the world is essential for communicating and appreciating cultural diversity.	I. Communication skills Exchanging thoughts, messages and information effectively through interaction. Use intercultural understanding to interpret communication Collaborate with peers and experts using a variety of digital environments and media.

					<p>Share ideas with multiple audiences using a variety of digital environments and media.</p> <p><b><u>A: i -B: i ii iii - C: i ii -D: i iii</u></b></p>
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