



Grade 8: Subject Overview

2018-2019

Subject Overview - Combind Arts

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
Art							
Changing Art	Aesthetics	Composition, Visual Culture	Orientation in Place and Time	Art reflects the changing sense of aesthetics.	A, B, C and D	Research Skills, Thinking Skills and Communication Skills	A brief history of art (focus on prominent styles in painting); turning points in the history of aesthetics; basic skills in art viewing and criticism. Comparative art analysis and original artwork creation.
Metamorphosis	Communication	representation, interpretation	Personal and Cultural Expression	Metamorphosis can be used by artists to represent simple and complex ideas.	A, B, C and D	Self-management skills, Thinking Skills	Metamorphic art, Esher, Dali, using flip-books and stop-motion to show gradual transformations
Music							
GarageBand composition	Systems	Composition, Expression, Innovation, Interpretation, Role, Structure	Scientific and technical innovation	Creating a composition in GarageBand requires technical skills and musical awareness.	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	Thinking skills, Self-management skills, Research skills.	Working individually, the student is responsible for researching and acquiring skills and knowledge to know how to create a composition in the app GarageBand. Through experimenting with the various digital parameters in search for meaningful and functional easthetic expressions the main goal is to create an individual composition which will be performed for an audience at the end of the unit. Additional instruments, also the the human voice, are recommended but not mandatory. The music teacher will be available for mentoring and formative feedback during all music lessons. The process must be documented through the process journal.

Summer concert	Connection	Composition, Expression, Innovation, Interpretation, Role, Structure	Identities and relationships	Arranging an instrumental score from a vocal score requires active listening and effective collaborative skills.	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	Thinking skills, Social skills, Communication skills, Self-management skills.	The students' own creativity forms the basis of the musical and artistic content in this concert, in collaboration with Grade 6. Grade 8 are in charge of the instrumental score and the performance of this. Skills and knowledge acquired throughout the previous two units transforms into action when songs are being sketched, composed and performed. The process journal is an important tool during this process, not at least regarding a summative student reflection on the process as a whole.
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Digital desing

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
Animated Advertisement	Communities	Invention, Innovation, Form, Evaluation.	Globalization and sustainability - Commonality, diversity and interconnection	Designers are able to create novel solutions and use those to defuse ideas and concepts into community through communication which, if successful, may create a sense of togetherness in the community.	A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating	I. Communication skills, III. Organization skills, IV. Affective skills, VI. Information literacy skills	Student will learn: - about the specifications of animated advertisements (billboard, banners, etc.) - how static and animated ads affect us differently - The workspace in Gravit Designer - Identify the the tools in Gravit Designer based on prior knowledge from Inkscape - Drawing in Gravit Designer to create assets for animation - The layer system in Gravit Designer - Grouping objects together to better organise them - Exporting from Gravit Designer - The workspace in Google Designer - Importing assets (Google Designer) - The timeline - Keyframes - Animation assets - Saving the final product

Dream House	Communities	Form, Function.	Globalization and sustainability - Urban planning, strategy and infrastructure	Understanding and adhering to formal design requirements when designing a functional living space may help communities thrive.	A: Inquiring and analysing, B: Developing ideas, C: Creating the solution, D: Evaluating	III. Organization skills, IX. Creative thinking skills	Students will learn: - Function of a living space - What is a blueprint - Marking structural elements on a blueprint (main vs divider walls, doors, windows, stairs, etc.) - Indicating measurement on a blueprint - Views (top side, street front, etc.) Creating a habitable design (light, ventilation, etc.) - Understanding minimal requirement for a living space - Defining living areas (living room, bedroom, kitchen, etc.) - Considering correct placement of living areas on the blueprint - Importing blueprint into 3D architecture software (Sweet Home 3D) - The workspace in Sweet Home 3D - Tools in Sweet Home 3D - Defining document preferences - Drawing walls - Adding and placing elements in walls (doors, windows, etc.) - Adding colour to elements - Adding levels to the design - Placing furniture - Using prior knowledge of 3D design environment - Clients (family members) - Documenting client meetings
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Individuals and Societies

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
Feudalism	Time, place and space	Perspective, identity	Fairness and development	The identity and development of past societies can be explored through the perspective of the people who lived there.	A: Knowing and understanding B: Investigating, C: Communicating,	SocialPractise empathyMake fair and equitable decisionsGive and receive meaningful feedbackSelf-managementBring necessary equipment and supplies to classSelect and use	Identify key features of life in the Middle AgesReinforce historiography skills, source interpretations and perspective Explore factors that led to the fall of RomeDescribe role of religion during the Middle Ages, Structure of social life, Decline of Rome,

						technology effectively and productively	Crusades, Vikings, Golden Age of Islam, China and Song Dynasty, Black Death, Movie Project
Trade, Silk Road, Exploration (How does trade and exploration affect global interactions)	Global interactions	Causality	Orientation in space and time	In the past, humans explored the world, and continue to do so, for a variety of reasons. This exploration often affects global interactions in both positive and negative ways.	B: Investigating, D: Thinking Critically	Organization skillsMeet deadlinesKeep an organized and logical system of information files/notebooksUse study guidesThinking skillsCreative thinkingCritical thinking	Identify key figures in the Age of ExplorationConsider the positive and negative aspects of trade and explorationExamine examples from history of isolation and trade embargos, Silk Road, Age of Explorers and significant figures in the era, Benefits and problems with trade, Columbian exchange, conquistadors,
Reformation and Renaissance	Change	Causality, innovation and revolution	Personal and cultural expression	Innovation and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies.	A: Knowing and understanding B: Investigating, C: Communicating, (D: Thinking Critically...current events)	Self-managementBring necessary equipment and supplies to classSelect and use technology effectively and productivelyOrganization skillsMeet deadlinesKeep an organized and logical system of information files/notebooksUse study guides	Identify key figures and innovations from the RenaissanceConsider the positive and negative aspects of changeExamine the key ideas of the RenaissanceExplore art from the era, Key figures and ideas of the Renaissance, reformation and enlightenment. Humanism, inventions and scientific development, create magazine
Biomes and sustainability	Systems	Sustainability	Identities and relationships	The relationship between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future.	A: Knowing and understanding B: Investigating, C: Communicating,	Thinking skillsCreative thinkingCritical thinkingCommunication skillsThrough language: write for different purposesOrganise and depict information logically	Identify all the biomes and place on a mapConsider the biomes as a systemDiscover how to represent climate graphicallyInvestigate how climate change is affecting earthCase studies on how humans have impacted the environment (raise awareness), Biomes, climate graphs, climate change,deforestation, sustainability projects, eco-tourism, food webs, Create a Calendar

Language acquisition - English

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
To Believe or Not to Believe	Culture	Theme, point of view	Identities and relationships	Myths are a form of imaginative narrative expression reflecting cultural beliefs, traditions and	A and B, C and D (creative writing)	Communication Skills, Reserach Skills	various versions of myths, urban myths - creative writing - continue reinforcing a story structure and elements, suspense in urban myths

				experiences through universal themes.			
Short for Stories	Creativity	Structure, point of view	Personal and cultural expression	Creative use of plot structure, point of view and characterisation can help authors write engaging short stories.	A, B, C and D	Communication Skills, Thinking Skills	story plot, narration techniques, characterisation techniques; creative writing, past tenses, descriptive language
How You See the World	Communication	Empathy, points of view	Scientific and technical innovations	Understanding how our brain functions enable communication makes it easier to empathise with those whose ways of communication might be different from ours.	C and D	Reserach Skills, Social Skills and Communications Skills	Focus on brain functions and various special needs; academic writing (in-text citations)
Prepared for the Real World	Connections	Purpose	Identities and relationships	Understanding who you are as a learner and making meaningful connections with other learners can help us develop skills for lifelong learning needed in the real world.	A and/or B, C and D (oral)	Thinking Skills (reflection)	Learner profile and ATLS; Revision of SEAL and comparative essays (learning now vs Learning in the past/in the future; face-to-face vs online)
The Meaning of Happiness	Culture	Points of view, context	Identities and relationships	Points of view on (happiness, health and) well-being are influenced by our identities and relationships, and the messages we find in the media and in our cultural environment.	A, B, C and D	Affective Skills, Communication Skills, Research Skills	conducting and analysing surveys, summaries, reports, health, happiness and well-being, focus on HYGGE - the Scandinavian concept of coziness and well-being (read about Scandinavian Design - a potential link with Design and/or Art)
From Dreams to Extremes	Communication	Conventions, message	Identities and relationships	Texts can send powerful messages to the audience; a variety of text forms and media can be used to inspire, motivate and instill passion.	A, B, C and D	Research Skills, Social Skills, Communication Skills	Looking at life stories presented in autobiographies, biographies and interviews; watching a documentary, Rythm Is It, comparing passion and obsession, writing articles (based on interviews), revising using

							quotes in essays and articles. This unit stays here after this year (it cannot be done this year with MYP 3)
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Language acquisition - German

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
Superdeutsch 2	Communication	conventions, patterns	Personal and cultural expression	When following patterns and conventions, we can express ourselves in a variety of situations.	B: comprehending written and visual text.C: Communicating in response to written and visual text. D: Using language (written form)	Organising skills,creative thinking skills	Students will explore how a language uses similar patterns and conventions in a variety of different situations. They will learn about sentence syntax and how playing with this structure can tweak or sometimes drastically change the perceived meaning of a message. We will look closely at the case system and how the different cases affects a perceived message
German picture books in cultural context	Culture	Audience Message	Orientation in space and time	In order to orientate in a culture, it is important to understand what's going on around you. This means that you have to be a good communicator, both in comprehension and expressions.	B: comprehending written and visual text.C: Communicating in response to written and visual text. D: Using language (oral form)	Critical thinking, Communication	Students will read and understand a selection of Picture books, and excerpts from picture books, native to the German speaking area. We will dig into the context in which they are written. Students will make an oral reply to one of these stories as a part of their summative assessment.
A real life contact	Connections	Context, word choice, Idioms	Personal and cultural expression	Being in contact with native speakers will give an additional insight into a language, and improve your abilities	A: comprehending spoken and visual text, C: communicating in response to spoken and visual text. D: Using language (oral form)	Communication, Collaboration	Students will get in contact with students in a partner school (to be arranged) and communicating and getting to know one another using Voicethread. We will look at idioms and word choice to expand both vocabulary and comprehension of German.
2. Why is Berlin a divided community? (IDU)	Change	Mathematics: Change, Measurement, Quantity, Representation.	Fairness and development	Statistics and graphical representations can be used to analyse and make explicit (clarify) how communities experience social change	.interdisciplinary A: Disciplinary grounding, B: Synthesizing, C: Communicating, D: Reflecting; Mathematics: C: Communicating, D: Applying mathematics in real-life contexts; Language acquisition: C:	I. Communication skills, VI. Information literacy skills, X. Transfer skills	Mathematics Content Percentage (Chapter 5 in text) - Expressing one quantity as a percentage of another - Unitary method of percentage - Percentage increase or decrease Interpreting tables and graphs (Chapter 6 in text) - Bar graphs, pie charts, rates - Population pyramids

					Communicating in response to spoken and/or written and/or visual text, D: Using language in spoken and/or written form		<p>Statistics (Chapter 20 in text) - Categorical data (relate to Chapt 6) - Numerical data (back to back stem and leaf plots) - Grouped data - Centre and spread (range) - Mean, median, mode , German content Content Practise of reading comprehension by using the book "Die Lisa" by Klaus Kordon. The book is available as a digital publication by HIOF, and this digital copy will be used through this unit. Time line of German history 1900 – 2017 Learning the skills needed in order to present basic facts about history, and presenting the facts in an oral way recorded on Voicethread. Learning the patterns needed to present a time line of German history supported with describing sentences and phrases. Students will observe the changes that happened in Berlin over the 20th century, consisting of the two world wars, and how these historical events were connected to the economic state of Germany. Understanding the backgrounds for the first and second world war seen from the German perspective, and understanding how the reunification contributed in both positive and negative ways to a new start for Germany. Statistics will be focused around demographic and economic areas such as unemployment, BNP,</p>
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Language and literature - Norwegian

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
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Destination Norway	Communication	Audience imperatives, Culture	Orientation in time and space	The way in which a country markets itself to tourists, depends on culture and the audience they want to attract	B Organising, C: Producing text, D: Using language	Collaboration skills, Critical thinking skills, research skills	In what ways are Norway marketed to they world, and why would people choose Norway as their holiday destination. In what way does Norwas market itself differently than other scandinavian countries, european countries and other countries we know? Students will research this topic and locate experts they can ask for help.
Travelogues and meeting cultures	Culture	Context, Structure, Style.	Globalization and sustainability	Meeting people from different culutres forges global understanding and make us understand their context and setting.	BCD	I. Communication skills	Focusing on using MLA in our writing. , Writing in a written language style. , Structure your own work using guiding questions and tools.
The power of the lyrics	Aesthetics	Audience imperatives, Context, Self-expression.	Personal and cultural expression	Songs and their lyrics can be a powerful driver in order to set a debate or contribute to debates. The voice of the singer is a more powerful mood setter, than the voice of politicians.	A: Analysing, C: Producing text D: Using Language	VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills	Metric skills in poetry. Rhyming. Metaphors. Identifying and analysing hidden protests and political messages in contemporary pop songs.
Finding yourself and your ways.	Perspective	Character, Point of view, Self-expression.	Identities and relationships	The perspective in which an author chooses to express himself, influences our views on the identity of the characters.	A: Analysis B: Organizing, D: Using language	I. Communication skills, IX. Creative thinking skills, X. Transfer skills	Reading skills focusing on reading longer texts and following a story. Finishing a book. , Writing skills focusing on summarising longer texts and annotating with reflections., Writing a proper Book review containing reflections and context. Write a longer text.

Mathematics

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
Percentage	Relationships	Change, Quantity	Globalization, Sustainability	Numbers may affect the relationship	A,B,C,D	Communication, Information literacy, media literacy	Please see Math skill map.

				between two quantities.			
Pythagorean Theorem	Logic	Measurement, Model	Scientific and Technical innovation	The Pythagorean Theorem is a fundamental relation in Euclidean geometry among the three sides of a right triangle.	A	Communication, Collaboration, Critical Thinking	Please see Math skill map.
Algebra	Logic	Pattern, Representation	Identities and Relationships	Representation of symbol may communicate different meaning	A,B,C,D	Communication, Critical Thinking	Please see Math skill map.
Coordinate Geometry	Logic	Justification, measurement, systems	Scientific and Technical	Logic is a tool to justify of what we discover through measurement and observation.	A,B,C,D	Communication	Please see Math skill map.
Similarity and Congruence	Form	Change, Measurement	Identities and relationship	Two objects can be congruent, similar or neither.	A,C,D	Communication	Please see Math skill map.
Statistics and Probability	Relationships	Generalizations and patterns	Identities and Relationships	How quantities are represented can help to establish underlying relationships and trends in a population.	A,B,C,D	Communication	Please see Math skill map.

Physical and health education

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
Team Sports (Softball)	Communication	Interaction, Space	Identities and relationships	Communication encourages interaction and enhanced use of space.	A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance	I. Communication skills, III. Organization skills, IV. Affective skills, V. Reflection skills	Throwing, base running, rules of the game, fielding, catching, working with teammates, fair play, defensive positioning, offensive strategies
Synchronized biking, bike skate choreography	Aesthetics, creativity	movement.	Personal and cultural expression	Performers analyze movement patterns so that they can refine technique and maximize performance strategy	B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance	Research skills, communication skills	Synchronization, bike safety, skateboard safety, coordination,

Substance abuse	Relationships	Choice	Identities and relationships	The choices we make in our lives affects our identity and relationships with others	A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance	Research skills, communication skills	Drug abuse, addiction, health, responsibility, risk factors, public service announcement, various drugs including caffeine, alcohol, opiates, methamphetamines, marijuana, withdrawal symptoms, overcoming addiction
Personal Health and Fitness	change	function, systems	Identities and relationships	Personal fitness can change with a commitment to monitoring and recording standards	A: Knowing and understanding, B: Planning for performance, C: Applying and performing, D: Reflecting and improving performance	Self-management skills	Fitness challenges, cross-fit competitions, resting heart rate, BMI, nutrition, mindfulness

Sciences

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	ATL skills/skill indicators	Content (topics, knowledge, skills)
1. How do we map matter?	Systems	Models, Patterns.	Scientific and technical innovation	Scientists observe patterns and use these as evidence to construct systems that explain how the world works.	A: Knowing and understanding, D: Reflecting on the impacts of science	I. Communication skills, III. Organization skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills	Glossary terms: pure/impure substances Atoms, molecules, elements, compounds, Components of an atom Sub atomic particles Symbols of the elements (First 20, and about another 10) Symbols for molecules Simple word equations to represent chemical change, Comparing metal reactivities Introduction to the periodic table
2. What should I eat?	Relationships	Consequences, Function.	Personal and cultural expression	The foods that we eat are a consequence of our relationship to our cultures, but all sustainable diets serve the same function.	B: Inquiring and designing, C: Processing and evaluating	III. Organization skills, VIII. Critical thinking skills; Communication,	Components of nutrition – where they are used in the cell, Macronutrients/ micronutrients, Food tests, Autotrophs/Heterotrophs, Photosynthesis / Digestive system, Nutrients for a balanced lifestyle
3. How do we make it work?	Change	Energy, Movement.	Scientific and technical innovation	Machines have revolutionised our lives by changing energy from stored forms to movement and back.	A: Knowing and understanding, D: Reflecting on the impacts of science	VI. Information literacy skills, VII. Information literacy skills, VIII. Critical thinking skills, Creative thinking skills, Communication	Review different energy types. Units/ measurement of energy (J; also power = work done/ time – W and s) Weight, mass gravity Automata/ toys that convert energy Types of machines (levers, wedges, gears): bicycle

							gears, tug of war, seesaws Energy changes in chemical reactions - , Formative assessment Energy change matrices (p 8) Energy use in the home (eg electricity bill, labels on appliances Make Rube Goldberg machine – classify energy changes Investigate heat packs
4. How do we put electricity and magnetism to work?	Relationships	Balance, Form, Transformation.	Orientation in space and time	Electrical and magnetic forces fill space as fields; understanding their form and relationships allows us to transform energy in useful ways.	B: Inquiring and designing, C: Processing and evaluating	Collaborative skills, Critical thinking, Creative thinking, Transfer	Review examples of forces... including magnetic force, how do force fields interact with matter. Electric forces (static electricity), lightning, circuit diagrams (introduction to symbols. ACTION: Demonstration of phenomena to PYP class.
5. What is going on inside me?	Systems	Interaction, Function.	Identities and relationships	Organisms are systems that function because of interactions between biological, chemistry and physical processes.	A: Knowing and understanding	Collaborative skills, critical thinking, creative thinking, Transfer	From cells to systems, gas exchange to cellular respiration, circulation and the heart, nerves, neurons, synapses, diffusion, osmosis, active transport