



DESIGN	Unit name: My Hero's House
Short Summary of the unit: This is a unit that explores the concept of creating an environment based on the needs of your client. The students will need to understand how to separate their own ideas from their own and create a product that is suitable for their client, and crucially, not necessarily to their own taste. Additionally, we will be exploring how to measure the success of the product through market research	
Global Context: Personal and cultural expression	
What will they learn: Making useful questionnaires, floor plans, SketchUp skills, mood boards, collaboration, Prioritization, following online tutorials, measuring specifications.	

ENGLISH	Unit name: Is it true that you are what you read?
Short Summary of the unit: This unit considers how newspapers are a powerful means of mass communication and that for centuries audiences have turned to them to express and reflect their own point of view, personal beliefs and cultural values.	
Global Context: Personal and Cultural Expression	
What will they learn: Students will learn to be more globally aware, to consider implications of the digital world and other news platforms as well as how to use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction. Students will also develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts	

PERFORMING ARTS	Unit name: Where is Alice, in Wonderland?
Short Summary of the unit: Short Summary of the unit: This unit the students create a performance by using different parts of the story of Alice Wonderland. Each group will get 3 chapters of the book and can use this content for the structure of their own short play. During the unit we will discuss the basis rules of a plot structure and stage rules and settings.	
Global Context: Personal and Cultural Expression	
What will they learn: Students will learn how to write and produce a short play inspired by an existing story. They will be able to perform a rehearsed scene with a group while demonstrating their understanding of stage rules and creating believable characters.	

MUSIC	Unit name: The most wonderful time of the year
Short Summary of the unit: This is a Christmas Singing assignment in combination with Service as Action. Students pick, practice and record (on video) Christmas songs. These will be shared on a website with Sherpa (a home for disabled people).	
Global Context: Identities and Relationships	



What will they learn: Students improve their singing skills and are challenged to collaborate to create a video that will make Christmas meaningful for people who don't live with their families.

SPANISH	Unit name: ¿Cómo celebramos?
Short Summary of the unit: The unit is about how some well-known celebrations are celebrated in different cultures. Taking this as a starting point, how Christmas and New Year are celebrated in Spain and Latin America will be learned as an example throughout the unit.	
Global Context: Personal and cultural expression	
What will they learn: Christmas & New Year vocabulary, regular and irregular verbs in present tense, further details about sentence structure and how to write a short story about Christmas & New Year	

SCIENCE	Unit name: How do living things work?
Short Summary of the unit: Students will study the connections and associations between properties, objects, people and ideas-including the human community's connections with the world in which we live. Any change in "relationship" brings consequences - some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.	
Global Context: Globalization and sustainability	
What will they learn: By understanding the relationship between the necessities of life and the specialised forms and functions of living things, we can make decisions and take actions for healthier and more sustainable lifestyles. Students will learn what the characteristics of living things are; The specialised forms and functions of living things; We can use our understanding of the characteristics, needs, forms, and functions of living things to make healthier and more sustainable decisions and actions; To what extent should we take decisions and actions that benefit some human lives but have a negative effect on other living things?	

MATH	Unit name: How can we travel between dimensions?
Short Summary of the unit: Students will learn about the names and properties of 2D shapes, and what happens when we map these in the 3D world. They will be investigating the links between technology and shape, such as how Snapchat relies on triangles to make filters which allow users to have bigger eyes and lips. They will learn about 3D printers and will be challenged to spot the geometrical properties of the objects that they are surrounded by. They will be presented with the challenge to design the layout of an apartment when the perimeter has been given to them.	
Global Context: Scientific and technical innovation	
What will they learn: Names of polygons; Area of rectangles, triangles, quadrilaterals; Nets and how to calculate surface area of cuboids and triangular prisms; Mapping 2D to 3D environments; Volume of cuboids and triangular prisms.	



SOCIAL STUDIES	Unit name: World Religions (Hinduism, Judaism, Christianity, Islam and Buddhism)
<p>Short Summary of the unit: While, studying cross-cultural conflict resolution religion is a perennial and perhaps inevitable factor in both conflict and conflict resolution. Religion is a powerful component of cultural norms and values, and because it addresses the most profound existential issues of human life (e.g., freedom, fear and faith, security and insecurity, right and wrong, sacred and profane), religion is deeply implicated in individual and social conceptions of peace. To transform the conflicts, we need to uncover the conceptions of peace within our diverse religious and cultural traditions, while seeking the common ground among them.</p>	
<p>Global Context: Personal and cultural expressions</p>	
<p>What will they learn: In order to understand the complex and delicate concept of unity and conflict from a religious perspective. Students will:</p> <ol style="list-style-type: none"> 1. <u>Investigate</u> different religions and understand how personal belief systems are influenced by culture and community; 2. <u>Determine</u> how differences in belief and culture can lead to conflict. 3. <u>Explore</u> how Religion has led to significant instances and patterns of conflict and cooperation around the world within, between, and among religious groups and peoples. 	

DUTCH L&L	Unit name: 'Let's play...but the rules?!'
<p>Short Summary of the unit: Grammar and spelling are important, but simply memorizing the rules is not necessarily the most interesting or the best way to learn. By 'gamifying' grammar and especially verb conjugations, students take an active role in their own learning and practice important skills.</p>	
<p>Global Context: Technical Innovatief</p>	
<p>What will they learn? The most important grammar rules, focusing mainly on verb conjugation and tenses, as well as the basis of sentence deconstructions (zinsontleding) in order to write grammatically correct (and stylistically beautiful) sentences.</p>	

DUTCH LA	Unit name: Midwinter Celebrations
<p>Short Summary of the unit: A fun unit to learn about Dutch cultural traditions and celebrations in winter, like Sinterklaas and New Year's but also Carnaval. They will compare these to celebrations worldwide as well as from their own cultural backgrounds.</p>	
<p>Global Context: Personal and Cultural Expression</p>	
<p>What will they learn? This is a cultural unit where students will learn about winter celebrations, including appropriate vocabulary to talk about the different festivities. In addition, they will learn vocabulary of seasons, months, and the calendar. They will learn how to form the plural and will continue to work on syntax and sentence constructions of main clauses.</p>	