



<b>DESIGN</b>	<b>Unit name:</b> Upcycle: Cash for Trash
Short Summary of the unit: We will look at the impact of consumerism on the planet and look at ways of reducing and repurposing discarded items. We will try to see if we can view discarded items as resources	
Global Context: Globalisation and sustainability	
What will they learn: ents will learn the different roles fulfilled in teamwork, Understanding how to extract facts from research, applying creative ideas, modelling, organisation, collaboration, presentation skills & marketing.	

<b>ENGLISH</b>	<b>Unit name:</b> Do girls run the world?
Short Summary of the unit: Throughout history women have used their creativity as a means to express themselves both personally and culturally. We will explore women’s literature by looking closely at the themes evident in their writing throughout the ages so that we may develop an understanding of history and events from a female point of view.	
Global Context: Personal and Cultural Expression	
What will they learn: Students will learn to use their thinking, collaboration, organisation, research and communication skills to analyse a range of women’s literature so that they may learn how gender, and in particular women’s, writing can give us a different point of view on history.	

<b>MUSIC</b>	<b>Unit name:</b> I Got Rhythm!
Short Summary of the unit: A music theory unit about rhythm, tempo and note duration	
Global Context: Personal and Cultural Expression	
What will they learn: Students will learn the meaning and application of: measures, rhythm, tempo, note duration	

<b>PERFORMING ART</b>	<b>Unit name:</b> : “Did my heart love till now?”
Short Summary of the unit: Students will create and perform a modernized version of Romeo and Julie Global	
Global Context: Personal and Cultural Expression (creation)	
What will they learn: Expanded thinking about the impact of Shakespeare’s works and performance practices of the past and present. The development of analytical and performance tools to help effectively understand and perform Shakespeare. The process of creating a unified, polished piece, by creating and performing a scene for a Shakespeare performance showcase	



<b>SPANISH</b>	<b>Unit name: ¿Quiénes forman mis familias?</b>
Short Summary of the unit: In the frame of this unit, values and characteristics that form a family will be discussed. Moreover, different dynamics that play role in the formation of different families and how each profession has its own value and importance will be emphasized.	
Global Context: Identities and relationships	
What will they learn: Family and professions vocabulary, structures to be able to describe a family in detail and what the members do for a living. In addition to this, functions of professions, adjectives and verbs to be able to talk about interests, likes and dislikes of the family members will be learned.	

<b>SCIENCE</b>	<b>Unit name: Let it snow, let it melt, let it boil, let it float</b>
Short Summary of the unit: In this unit, students will learn different phases of matters and how those phases interchange from each other; moreover, students would apply the knowledge to understand different phenomenon in their direct surrounding and solve daily life problems.	
Global Context: scientific and technical innovation	
What will they learn: Factual knowledge: particle models, phase changes and principles of phase changes. Skills: making graphs, design experiment. Key concepts: change and relationship.	

<b>MATH</b>	<b>Unit name: How do we make choices?</b>
Short Summary of the unit: This unit will cover algebra and linear functions. Linear equations can influence your choices. Students will learn how to represent problems using graphs.	
Global Context: Fairness and development	
What will they learn: How to recognize linear relationships; Rates of change; How constants, such as fixed cost should look like in a Cartesian coordinate graph; How to know when expressions are equal; different ways of solving equations; standard form equation of a line.	

<b>SOCIAL STUDIES</b>	<b>Unit name: Innovative Empires (Romans vs Chinese Han)</b>
Short Summary of the unit: Students in this Unit will understand that: 1. comparing the specific causes and effects of the rise of different empires can help us better understand the concept of empires (imperial Rome vs Chinese Han dynasty); 2. comparing the specific causes and effects of the rise of different empires can help us better understand the impact of resources and innovation across different times and locations ; 3. physical environment contributes to the development of distinct cultures; 4. the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.	
Global Context: Scientific and technical innovation	



**What will they learn:** Romans: bridges, tunnels, aqueducts, Mediterranean, Aqua Appia, fountains, latrines, public baths, mills, concrete, voussoirs, roadways, trade, viaducts, pantheon, underwater concrete, cisterns, mining technology, ballista, republic, empire, patrician, plebian, drains, sewers, pax romana, senator, citizen, pater familias, education, pantheon, emperor-worship, Hellenistic, Colosseum, Latin, newspaper, welfare, bound books, highways, arches, julian calendar, twelve tables, corpus juris civilis, sanitation, air conditioning, surgical tools, postal service, corvus, urban planning, siege warfare

Han: Confucianism, Han Gaozu, state ideology, moral virtue, cultural conversion, identity, central state, Liu Bang, Emperor Wu, Silk Road, Taoism, irrigation, iron tools, metallurgy, textile industry, looms, hydraulics, commerce, porcelain, Empress Lu Zhi, university, silver, bronze, gold, jade, silk, pottery, paper, dictionary, scribe, law, philosophy, Legalism

<b>DUTCH L&amp;L</b>	<b>Unit name: 'Let's play...but the rules?!'</b>
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.	
Global Context: Technical Innovatief	
What will they learn? The most important grammar rules, focussing 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.	

<b>DUTCH LA</b>	<b>Unit name: Pepernoten &amp; Oliebollen</b>
Short Summary of the unit: Food is a way to celebrate, and there are many traditions that are related to specific dishes. Foodstuffs also often have a cultural significance, such as 'oliebollen' for New Year's in the Netherlands or pancakes for carnival (Fat Tuesday) in the UK. In this unit, students investigate different traditions and how they are linked to specific foods or food-related activities. They will compare and contrast Dutch cultural culinary traditions like Christmas and New Year's with their own cultural experiences from around the world, but will also look at issues of food waste and hunger, which are especially poignant around the Christmas holidays.	
Global Context: Personal and Cultural Expression	
What will they learn? Students will learn the imperative, and how to form plurals. They will revise and expand their vocabulary of foodstuffs, will be able to describe cooking activities, and will know names and characteristics of Dutch (winter) traditions/celebrations.	