

Grade 10

Semester 1

Semester 1		
Subject	Units	
Biology	<p>Title: Inheritance Concepts – Relationships, Forms, Models, Patterns Global Context – Identities & Relationships ATL: Research-Information literacy Inquiry - Models can show how the structure of DNA relate to traits and the pattern in which genes are inherited. Assessment –</p> <ul style="list-style-type: none"> Biological Variation lab (B and C) Extract DNA experiment design (B) and Data Analysis (C) Research essay on the evolution of rabbits (D) Test on inheritance (A) 	<p>Title: Evolution and Natural Selection Concept – Change, Consequences, Environment, Evidence Global Context – Orientation in time and space ATL: Thinking-Critical-thinking Inquiry - There is overwhelming evidence of environmental pressures leading to genetic change over time. Assessment –</p> <ul style="list-style-type: none"> Evolution simulation lab (B and C), Research essay/Presentation with Data Analysis (D), Semester Exam (A) <p>Test on meiosis and sexual reproduction (A)</p>
Chemistry	<p>Title: Rates of Reactions Concepts – Relationships, Evidence, Interaction, Consequences Global Context – Identities and relationships. ATL: Communication-Communication ATL: Thinking-Critical-thinking Inquiry– Evidence is used to show the interactions between molecules and the consequences of these reactions. Assessment –</p> <ul style="list-style-type: none"> Unit Test (A)- Rates of Reaction Lab (B)- Factors affecting rates of reaction Lab (C)- Rates of Reaction (D)- Role of chemistry in assessing global challenges 	<p>Title: Chemical Energetics and Organic Chemistry Concepts – Systems, Forms, Models, Environment Global Context – Globalization & Sustainability ATL: Communication-Communication ATL: Thinking-Transfer Inquiry – Organic Chemistry and Energetics is the system that makes our environment better through models. Assessment –</p> <ul style="list-style-type: none"> Semester Exam (A)- Organic Chemistry Lab (B)- Investigating the Boiling Points of Alcohols in Everyday Life Lab (C)- Boiling of alcohols (D)- Carbon footprint
Physics	<p>Title: Motion, Forces and Energy Concept – Systems, Function, Development, Environment Global Concept – Orientation in time and space ATLs: Communication-Communication ATL: Thinking-Critical-thinking Inquiry – Investigate the interrelationships between systems, technology, and the environment, focusing on how different systems in motion can be described, modeled, and analyzed within the frameworks of time and space. Examine the impact of forces acting upon these systems, while exploring the key concept of change and its relationship to energy, transformation, and form. This exploration takes place in the global context of scientific and technological innovation, fostering an understanding of energy systems and the critical role of innovation in addressing contemporary energy challenges. Assessment –</p> <ul style="list-style-type: none"> Unit Tests (A) - Test on Physics Basics, Test on Motion, Test on Forces, Test on Work, Energy and Power. Semester Exam with all topics. Lab Reports (B, C) - Lab on Factors Affecting Motion, Lab on Determining Gravity, Lab on Weight determination in Elevators. Semester Exam with given situations and data (Structured like DP Database question just with BC criteria used). Research (D) - Impact of Physics using Newton's Laws, Referencing in Labs 	

Humanities	Title: Nanjing 1937 Concepts: Time Place and Space, Causality (cause and consequence), Perspective Global Context: Identities and relationships Identity formation ATLs: Self-management-Organization Inquiry: All important moments in history have events that lead up to them, and consequences that result from them. Sometime this is recognized at the time of the event. It is the job of historians to recognize different perspectives and shine a light on the past and make this chain of events visible. Assessment – A,B,C,D Exam that mimics DP History paper 1		Title: National History Day Concepts: Systems, Choices, Resources Global Context: Globalization and sustainability ATLs: Research-Information literacy Inquiry: Markets are systems that coordinate choices involving scarce resources. Assessment – A, B, C Historical Research Presentation
Math Standard	Coordinate Geometry “Leaning Lines” Key Concept – Relationships, Representation Global Context – Identities & Relationships ATLS: Thinking-Transfer Inquiry – Mathematical models can be used to better understand changes in relationships in our world. Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question		Trigonometry “More than SOHCAHTOA” Key Concept – Relationships, Model & Representation Global Context – Scientific and Technical Innovation ATLs: Thinking-Critical-thinking Inquiry - Triangles and the patterns between the changes in the side lengths and angles can be used to model, represent and solve real world problems. Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question
Math Extended	Coordinate Geometry Concept – Relationships, Representation Global Context – Identities & Relationships ATLs: Communication-Communication Self-management Inquiry: Mathematical models can be used to better understand changes in relationships in our world. Assessment: A/D- Linear Programming Task	Quadratic Functions Concept – Relationships, Change & Model Global Concept – Orientation in space and time ATLs: Communication-Communication Inquiry: Modeling helps to demonstrate relationships between variables and can be the driving force in change of policy or design. Assessment: A- Unit Test B/C-Pattern Task-Discriminant	Other non-linear Functions Concept – Relationships, Change & Model Global Context – Identities and Relationships ATLs: Thinking-Transfer Inquiry: Simplification requires an understanding and logical application of rules within a system. Assessment: A- Unit test, B- Sum and Product Exploration C/D- Optimization task
PHE	Physical, Social and Emotional Wellness Concepts: Relationships, Choice, Balance Global Context: Identities and Relationships ATLs: Self-management-Organization Self-management-Reflection Inquiry: Developing and understanding the recreational choices available will encourage balanced wellness. Assessment: Wellness Project, Aiii, Bi, Ciii, Di		Personal Interest Project Concepts: Change, Function, Systems Global Context: Personal and Cultural Expression ATLs: Research-Information literacy Thinking-Critical-thinking Inquiry: Learning pathways require understanding to function and develop systems to encourage deeper understanding of personal growth and safety. Assessment: Personal Interest Project, Ai, Bi, Bii, Ci, Di, Dii

Semester 1

Subject	Units	
Mandarin Acquisition Emergent Level	Title: Family Concepts: Identity, Structure Identities and Relationships ATL: Self-management-Organization Inquiry: Family life is different from generation to generation. Assessment: oral presentation (C); listening comprehension (A); descriptive writing (D) & Reading comprehension (B)	Title: Seasons & Weather Concepts: Time, place and space, Convention Global Context: Orientation in time and space ATLs: Self-management – Organization skills Inquiry: Climates and weather affect people's life. Assessment: Presentation (C); reading comprehension (B); Writing (D)
Mandarin Acquisition Capable Level	Title: Further Studies and Career Concepts: Identity, Purpose Global Context: Identities and Relationships ATL: Self-Management-Organization Inquiry: Career development changes with time Assessment: Listening and speaking in a job Interview (A & C), reading job advertisement (B), and writing personal data sheet or resume (D)	Title: Modern Technology Concepts: Perspectives, Point of View Global Context: Fairness and Development ATL: Thinkers Inquiry: Science and technology bring about social transformations. Assessment: Oral Presentation (C), reading comprehension (B), and essay writing(D)
Mandarin Acquisition Proficient Level	Title: Lifestyle in Cities and Countryside Concepts: Community, function Global Context: Orientation in space and time ATLs: Communication-Communication Inquiry: Lifestyle is different from places to places. Assessment: essay writing to describe living area (D); oral presentation(C); reading and listening comprehension (A&B)	Title: Musical Celebrities Concepts: Communication Global Context: Personal and Cultural Expressions ATLs: Communication-Communication Self-management-Organization Thinking-Creative-Thinking Inquiry: Personal feelings and emotions can be communicated and expressed through different types of music. Assessment: Reading and Listening comprehension on chosen musical celebrities (A& B); Oral presentation(C), writing (D).
French Acquisition	Title: Me, myself and I (Et moi, et moi, et moi) Concept: identity, point of view, meaning Global Context: Identities and relationships ATLs: Communication-communication Self-management - affective Inquiry: The way we interpret identity depends on the meaning we give to experiences and the point of view from which we see ourselves and others. Assessment: Tests A – Listening: Double culture B – Reading: Blog on labels C – Speaking: D – Writing:	Title: My voice, My fight! (Ma voix, mon combat) Concept: Culture, point of view, empathy Global Context: Fairness and development ATLs: Thinking-Critical thinking Self-management - organization Inquiry: Different cultural perspectives shape how individuals perceive inequality and injustice, emphasizing the need for empathy to understand diverse point of views. Assessment: Semester A – Listening : B – Reading : C – Speaking : D – Writing : Journaling

<p>Spanish Acquisition Capable Level</p>	<p>Title: Creativity & Inventions Concepts: Creativity, Message, Point of view Global Context: Scientific and Technical Innovation ATLs: Thinking and Research Skills Inquiry: Through creativity, we innovate, think and convey messages with our own personal point of view. Assessment: Criterion A: Written responses to questions based on an audiovisual source. Written responses to questions based on a written and visual text related to creativity (Crit B). Crit C: Oral exam based on leisure time and hobbies. Criterion D: Writing: Write to a friend explaining the role of games and hobbies in the lives of teenagers.</p>	<p>Title: Technology Usage & Social media Concepts: Communication, Audience Global Context: Scientific and Technical Innovation ATLs: Research-Media Literacy Skills Inquiry: Modern technologies help us create new messages so that we can communicate with a global audience. Assessment: Criterion A: Written responses to questions based on an audiovisual source. Written responses to questions based on a written and visual text related to social media (Crit B). Crit C: Oral exam based on advantages/disadvantages of the internet. Criterion D: Writing: Write a blog giving suggestions on how to use social media.</p>
<p>English Acquisition</p>	<p>Title: Short Stories – finding your voice Key Concept: Creativity Related Concept: Stylistic choices, Voice Global Context: Personal and Cultural expressions ATLs: Communication-Communication SOI: Short stories employ language and linguistic systems to communicate cultural and personal creativity Assessment: Response to ‘The Danger of a Single Story’ excerpt from Chimamanda Ngozi Adichie (A, C) Response to ‘Eleven’ by Sandra Cisneros (B) Multimodal short story (C, D) Memoir (D)</p>	<p>Title: Persepolis – a graphic novel Key Concept: Communication Related Concept: Context, Purpose Global Context: Orientation in space and time ATLs: Research-Information literacy SOI: Graphic novels provide a means of communicating alternative perspectives on social histories and their contexts. Assessment: Response to interview with Marjanne Satrapi (A) Response to text chapter (The Key) (B) Presentation of student graphic novel piece (C) Graphic Novel style response to conflict and nationalism (D)</p>

Semester 1

Subject	Units	
English Language and Literature	Title: Creative Non-Fiction Concepts: Creativity, Genre, Purpose Global Context: Personal and Cultural Expression ATLs: Thinking-Creative-Thinking Self-management-Organization Inquiry: Authors utilize style and creativity to transform individual experiences into universal truths. Assessment: Style elements quiz (A), Creative Non-Fiction analysis/comparison task (A, B, D), original creative non-fiction composition (visual text), (B, C, D).	Title: Plastic Dreams and Societal Reflections (Barbie) Concepts: Perspective, Identity, Intertextuality Global Context: Fairness and Development ATLs: Thinking and Subject Specific Skills Inquiry: Representations and narratives reflect and challenge societal values, norms, and structures. Assessment: Scene analysis/multimodal techniques PEEL (A, B, D) Parody or Pastiche Scene Creation (C)
Korean Language and Literature	Title: Literature and creativity Concepts: Creativity, Genres, Self-expression, Setting, Style Global Context: Personal and cultural expression ATLs: Thinking-Creative-thinking Inquiry: Literature is a tool for creative thinking and effective self-expression using different styles for different purposes. Assessment: analysis presentation (A,B,D), analytical essay (A&B), original story and poem creation (C&D)	Title: Me and Myself Concepts: Communication, Self-expression, Audience imperative, Purpose Global Context: Identities and relationships ATLs: Self-management-Reflection Inquiry: L We know and love ourselves better by understanding the uniqueness of ourselves and this understanding enables us to express ourselves. Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)
Mandarin Language and Literature	Title: Selection of short stories in translation Concepts: Connections, Character, Structure Global Context: Personal and cultural expression ATL: Self-management-Organization Inquiry: Short stories, regardless of origin, connect people and their experiences of life. Assessment: Short Story Creation (B, C, D); Narrative Technique Analysis (A, B, D)	Title: Argumentation Concepts: Logic, Point of view, Purpose, Structure Global Context: Identities and relationships ATL: Thinking-Critical-thinking Thinking-Transfer Inquiry: An effective argumentation results from a clear purpose and is influenced by personal identities and relationships. Assessment: Argumentation Creation (B, C, D); Argumentation Analysis (A, B, D); Oral debate (B, C, D)
German Language and Literature	Texts try to influence the audience - speeches Concept: Audience Imperatives, point of view, purpose Global Context: globalization and sustainability ATLs: Research-Media literacy Inquiry: Speeches use rhetorical devices to influence the audience Assessment: Argumentative writing (A, B, C, D)	Critical view on aspects of life - short stories Concept: Genre, Intertextuality, self-Expression Global Context: personal and cultural expression ATLs: Communication-Communication Inquiry: the creation of metaphors is a form of personal and cultural expression Assessment: Analytical essay Prose (A, B, C, D)

Semester 1			
Students will complete the rotation from the previous year.			
Subject	Units		
Design	<p>Title: Aeronautical Design / Drones Concepts: Development, Form, Systems Global Context: Opportunity, Industrialisation and Engineering ATLs: Self Management – Affective Skills Inquiry: A complex balance of electronics, aeronautical principles and material science come together to form a functioning drone, requiring drone engineers to be versed in both mechanical design concepts and digital technology skills. Assessment: Documented research portfolio (A, B, D); 3D Cad Design and Modelling (B, C). Drone Construction and Testing (C,D)</p>	<p>Title: Myspace - Bedroom Design Concepts: Aesthetics, Identity, Communities Global Context: Context: Personal & Cultural Expression ATLs: Thinking Inquiry: Design principles can be used to create a functional and aesthetically pleasing bedroom space that meets the needs of a user Assessment: Scale model of bedroom design (A, B, C, D)</p> <p>Title: Tutorial Titans – Creating engaging instructional content Concepts: Creativity, Communication. Culture Global Context: Personal and Cultural Expression ATLs: Communication Inquiry: By investigating the process of creating instructional video, students will develop a deep conceptual understanding of how their creative choices can impact the function and effectiveness of educational content Assessment: Instructional video creation (A,B,C,D)</p>	<p>Title: Family Coasters Concept: Connections Global Context: Personal and Cultural Expression ATLs: Thinking-Creative-thinking Inquiry: How can design celebrate and strengthen family connections through the creation of a set of resin coasters. Assessment:</p> <ul style="list-style-type: none"> Research family traditions, symbols, and design styles that reflect personal or cultural identity (Criterion A). Plan: Develop a concept for a set of laser-cut resin coasters, including design sketches, materials, and techniques (Criterion B). Construct: Create and assemble the laser-cut resin coasters, ensuring the final product reflects the family connection and design intent (Criterion C). <p>Title: Microbit Arcade Concept: Interaction Global Context: Scientific and Technical Innovation ATLs: Collaboration - Working Effectively with Others Inquiry: How can interactive design create engaging experiences for others? Assessment:</p> <ul style="list-style-type: none"> Investigate: Explore the principles of game design and analyze examples of interactive games, focusing on user engagement (Criterion A). Plan: Design an interactive game concept for the micro:bit arcade, including sketches, storyboards, and coding requirements (Criterion B). Construct: Develop the game using micro:bit arcade tools, ensuring it is functional, engaging, and suitable for a carnival setting (Criterion C).

Semester 1

Subject	Units	
Music	The Elements of Music Concepts: Communication, Structure, Role Global Context: Identities and relationships Inquiry: Effective crafting of musical performances and products first requires an understanding of the ways in which music engages and affects the human brain Assessment: Process Journal & Performances	Music Design in the 21st Century Concepts: Aesthetics, Composition, Narrative Global Context: Scientific and technical innovation Inquiry: With creating music for modern audiences, the focus has shifted from the ways in which musical elements are structured to the way in which sound elements are designed and combined. Assessment: Process Journal, Arrangement
Drama	Theatre Production: Ensemble Theatre Concepts: Connection, Innovation Global Context: Identities and relationships Inquiry: Theatre can create awareness about global and social issues Assessment: Journal Work,(ABD) Scene Outline.(B) Performance to a community audience,(C) Final Evaluation (D),	Theatre Production: Childrens Theatre from around the world Concepts: Audience, Play, Narrative Global Context: Personal and Cultural expression Inquiry: Every culture has theatre that appeals and is created for a young audience. Assessment: Journal work,(ABD) A final performance to a PYP audience, (C)Final Evaluation (D)
Visual Arts	Modern Art Sculpture Concepts: Change, Style Global Context: Orientation in Space & Time ATLs: Communication-Communication Inquiry: Art is a reflection of change Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	It's All About Perspective Concepts: Communication, Innovation Global Context: Scientific & Technical Innovation ATLs: Self-Management-Reflection Inquiry: Art can be a communication tool to show how advancements benefit our lives. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)

Grade 10

Semester 2

Subject	Units	
Biology	<p>Title: Biomolecules and Nutrition Concept – Change, Form, Function Global Context – Identities & Relationships ATL: Self-management-Organization Skills Inquiry: How does changing the form of a molecule affect its effect on human health? Assessment -</p> <ul style="list-style-type: none"> Pineapple enzyme lab design (B) and analysis (C) Research project on comparing/contrasting different diets (D) <p>Semester Exam (A)</p>	
Chemistry	<p>Title: Mole and Stoichiometry Concept- Change, Transformation Energy Balance Global Context – Scientific & technical innovation. ATL: Self-Management-Reflection ATL: Communication-Communication Inquiry – Transformation of molecules releases energy and needs balance to understand the changes in composition. Assessment –</p> <ul style="list-style-type: none"> Unit Test (A)- Moles and Stoichiometry Lab (BC)-Investigating combustion of various alcohols Lab (BC)- Factors affecting vitamin c concentration in Vitamin C tablet. (D iii, iv)- Chemical innovations and their impact on society 	<p>Title: Oxidation and Reduction Concept – Relationships, Balance, Function, Interaction Global Context – Identities and relationships. ATL: Thinking-Transfer ATL: Communication-Communication Inquiry – Interactions between chemicals cause a balance to form which results in a function we can use in real life. Assessment –</p> <ul style="list-style-type: none"> Semester Exam (A); Redox chemistry (D i, ii)- Redox reaction and its role in society

<p>Physics</p>	<p>Title: Waves, Heat and Electricity Concept – Change, Energy / Form / Transformation Global Concept – Scientific and Technical Innovation ATLs: Thinking-Transfer ATL: Self-Management-Reflection Inquiry – Explore the fundamental principles of waves, heat, and electricity, examining their interconnections and the role they play in various systems. Investigate how waves propagate through different media, the transfer and transformation of heat in physical processes, and the mechanisms of electrical energy generation and transmission. Analyze the impact of these phenomena on technological advancements and the environment, considering applications in communication, energy efficiency, and thermal cooking. This integrated approach will enhance understanding of how these essential concepts drive innovation and influence our daily lives. Assessment –</p> <ul style="list-style-type: none"> Unit Tests (A) - Unit test on Waves, Unit test on Circuits and Unit Test on Heat. Semester Exam on All. Lab Reports (B, C) - Lab on Light Refraction , Lab on Simple Circuits and Lab on Heat Transfer. Semester Exam on Situations (Structured like DP Database question just with BC criteria used). Research (D) - Leaflet on Light Waves in the World, Solar Cooking Impacts, Referencing in Labs. 		
<p>Humanities</p>	<p>Title: Development Concepts: Change Culture, Equity, Globalization Global Context: Orientation in Space and Time ATLs: Thinking-Critical-thinking Inquiry: Globalization will transform all societies on Earth, but this change can occur in an equitable way that respects diverse cultures. Assessment – A, B, C, D Students choose either a DP Econ style case study or a DP Glo Po Style case study.</p>	<p>Title: Business Enterprise Key Concept: Creativity Related Concept: Choice ATLs: Thinking-Creative-thinking Global Context: Scientific & technical innovation SOI – Individuals can create enterprises that help to make societies more sustainable. Assessment – B, D Food Festival</p>	
<p>Math Standard</p>	<p>Probability “What are the chances?” Key Concept – Logic, Change & Representation Global Context – Identities & Relationships ATLs: Communication-Communication Inquiry – The study of probability can help us predict the future. Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question</p>	<p>Quadratic Functions “The X Factor” Key Concept – Relationships , Model & Pattern Global Context – Scientific and Technical Innovation ATLs: Thinking-Creative-Thinking Inquiry – Parabolas, the graphical representation of quadratic functions, can be used to model real life situations. Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question</p>	<p>Exponential and Logarithmic Functions “That escalated quickly...” Key Concept – Relationships, Quantity & Representation Global Context – Identities and Relationships ATLs: Self-Management-Reflection Inquiry - Simplification requires an understanding and logical application of rules within a system. Criterion A: Semester Exam</p>
<p>Math Extended</p>	<p>Exponents and Logs Concept – Logic, Pattern, Simplification & System Global Context – Personal and cultural expression ATLs: Thinking-Critical-thinking Inquiry: Mathematical models can be used to better understand changes in relationships in our world. Assessment: A- unit test B- series and sequences task C/D- Log applications</p>	<p>Trigonometry Concept – Form, Measurement & Quantity Global Context – Identities and Relationships ATLs: Communication-Communication Inquiry: Triangles and the patterns between the changes in the side lengths and angles can be used to model, represent and solve real world problems. Assessment: A- unit test; C/D- applications task</p>	<p>Probability Concept – Logic, Equivalence/Representation Global Context – Identities & Relationships ATLs: Thinking-Critical-thinking Inquiry: The study of probability can help us predict the future. Assessment: B- Law of Large numbers</p>

PHE	Individual and Collaborative Pursuits Concepts: Development, Perspective, Environment Global Context: Scientific and Technical Innovation ATLs: Research-Information literacy Thinking-Critical-thinking Inquiry: Issues in sport provide unique perspectives of the development of technology in different environments we inhabit! Assessment: Project based learning, Ai, Bi, Ciii, Diii	Historical and Cultural Games Concepts: Communication, Adaptation Global Context: Personal and Cultural Expression ATLs: Social-Collaboration Inquiry: Sharing and learning from the past, we can adapt and communicate activities to our community. Assessment: Sports Education Model Project Aii, Bii, Cii, Di, Dii
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Semester 2		
Subject	Units	
Mandarin Acquisition Emergent Level	Title: Transportation Concepts: Time, place and space, Conventions, Function Global Context: Orientation in time and space ATLs: Communication-Communication Inquiry: Different modes of transportation affect our lives Assessment: Oral Presentation (C); reading comprehension (B); writing test (D), listening comprehension (A)	Title: Healthy Eating Concepts: Culture, Function Global Context: Fairness and Development ATLs: Communication-Communication Inquiry: Food defines our health. Assessment: Oral Presentation and Interactive Conversation (A,C) ; reading comprehension (B); Writing and Poster-making (D).
Mandarin Acquisition Capable Level	Title: Movie Appreciation Concepts: Communication, Audience Global Context: Personal and Cultural Expressions ATL: Self-Management-Affective Inquiry: Films convey meanings and evoke emotions, influencing personal and cultural perspectives Assessment: Essay writing(D), interactive oral presentations(A&C), Reading Comprehension (B)	Title: Protecting the Earth Planet Concepts: Global Interactions, Function Global Context: Globalization and Sustainability ATL: Reflective Inquiry: Environment functions by laws Assessment: expository essay writing (D), interactive oral presentations (A&C), Reading comprehension (B)

<p>Mandarin Acquisition Proficient Level</p>	<p>Technology and Future World Concepts: Change, Function Global Context: Scientific and technical innovation ATLs: Thinking- Critical Thinking Inquiry: Each technical innovation has its pros and cons, which make the change to our life. Assessment: Reading and Listening comprehension on description of technology (A & B); Oral presentation (C); Writing Test (D).</p>	<p>Title: Youth Generation Concepts: Identity, Structure Global Context: Identities and Relationships ATLs: Thinking- Critical Thinking Inquiry: With growing up, comes pains and gains. Assessment: Written responses to questions based on audio-visual sources (A, D); interactive oral presentation (C); Reading comprehension on topics of the youth generation (B)</p>
<p>French Acquisition</p>	<p>Title: All things/tales matters ! (Tout conte fait !) Concept: Communication, audience, purpose, structure Global Context: Personal and Cultural expression ATLs: Communication-communication Thinking – creative thinking Inquiry: Stories communicate cultural values and are structured by language, audience, and purpose. Assessment: tests A – Listening: a biography of a writer B – Reading: analysis of a tale C – Speaking: an audio book (pronunciation and intonation) D – Writing : creating a tale (structure – organization)</p>	<p>Title: Take care of yourself ! Prends soin de toi ! Concept: identity, purpose and context Global Context: identities and relationships ATLs: self management, critical thinking, communication, social Inquiry: Personal and cultural contexts shape how we define and pursue a healthy lifestyle. Assessment: A – Listening: Physical activities B – Reading: Food habits C – Speaking: Presentation D – Writing: directives</p>
<p>Spanish Acquisition Emergent Level</p>	<p>Title: Travel & Experiences Concepts: Connections, Audience Global Context: Orientation in time and space ATLs: Self-Management-Organization Inquiry: We connect with our surroundings as we narrate trips by means of messages for different purposes. Assessment: Criterion A: Written responses to questions based on an audiovisual source. Written responses to questions based on a written and visual text related to travelling (Crit B). Crit C: Oral presentation-travel brochure. Criterion D: Writing: Write a letter of complaint about a trip.</p>	<p>Title: Communication & Media Concepts: Communication Purpose/ Message/Audience Global Context: Personal and cultural expressions ATLs: Thinking- Critical Thinking Inquiry: Audience must interpret messages in a critical way to avoid/spot fake information. Assessment: Criterion A: Written responses to questions based on an audiovisual source. Written responses to questions based on a written and visual text related to fake news. (Crit B). Crit C: Oral presentation of a news article from a Spanish-speaking country. Criterion D: Writing: Write a news article from WH-questions/Interview.</p>
<p>English Acquisition</p>	<p>Macbeth Key Concept: Connections Related Concept: Audience, Conventions Global Context: Identities and Relationships ATLs: Thinking-Creative-thinking SOI: Poetry seeks to make connections with an audience through stylistic choices, that also leave much room for an audience to interpret meaning. Assessments: Respond to slam poetry (A and D) Personal Slam Poem Presentation (C and D) Comparative task: slam poetry performance with recorded lyrics (A, B, D)</p>	<p>What determines health? Key Concepts: Culture Related concepts: Point of View Global Context: Identities and Relationships ATLs: Self-management-Affective SOI: 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. Assessment: How does Sugar Affect brain? – TED Talk Response (A and D) Food Revolution Task (A, B, C, D)</p>

Semester 2

Subject	Units	
English Language and Literature	Title: The House on Mango Street – Culture and Identity Concepts: Culture, Style, Structure Global Context: Identities and Relationships ATLs: Research-Media Literacy Skills Thinking-Critical-Thinking Inquiry: Authors use language to illustrate diverse perspectives in creative ways to challenge reductive cultural norms. Assessment: Context presentations (B, C, D), Socratic Seminar, (A, B, D), Creative Vignette (B, C, D).	Title: Drama Study – The Crucible Concepts: Connections, Setting, Theme Global Context: Orientation in Time and Spaces ATLs: Communication-Communication Thinking-Transfer Skills Inquiry: Identity, relationships, and experiences greatly impact our individual perception of reality. Assessment: Salem/McCarthyism/Miller context presentations (B, C, D), scene analysis (A, B, D), Comparative Essay (A, B, D)

Korean Language and Literature	Title: Literature and community Concepts: Perspective, Character, Context, Intertextuality, Point of view, Structure Global Context: Fairness and development ATLs: Research-Media literacy Inquiry: Movie makers and writers will deliver their own message to our community with their own perspective. People have different viewpoints on public power. Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)	Title: Literature and history Concepts: Connections, Context, Theme, Setting, Style, Genres Global Context: Globalization and sustainability ATLs: Research-Information literacy Inquiry: Literature can be a tool to change the way we understand the past. Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)
Mandarin Language and Literature	Title: Selection of Chinese Short Stories Concepts: Creativity, Character, Structure Global Concept: Identities and relationships ATL: Communication-Purpose & Audience Inquiry: Writers create stories to show personal growth, social interaction and relationship development, always within a certain context. Assessment: Short Story Continuation (B, C, D); Narrative Strategy Analysis (A, B, D)	Title: Poetry (Classic & Modern) Concepts: Creativity, Self-expression, style, Theme Global Concept: Personal and cultural expression ATL: Research-Information literacy Inquiry: Poetry allows writers to personally and culturally express an interpretation of a theme. Assessment: Poetry Analysis (A, B, D); Lyric and Rap creation (B, C, D)
German Language and Literature	Use the stage to show your opinion - Drama Concept: Perspective, Context, Theme Global Context: orientation in time and space ATLs: Self-management Organization Inquiry: The perspective on a topic can be seen in the style the characters and the plot are constructed. Assessment: Analytical essay Drama (A, B, C, D)	Lyric reflects on daily life Concept: Genre, Self-Expression, Style Global Context: Fairness and development ATLs: Thinking-Transfer Inquiry: Lyric shows a perspective on daily life and is influenced by current affairs and epochal vision Assessment: Analytical essay Lyric (A, B, C, D)

Semester 2 Students complete one unit of their choice.			
Subject	Units		
Design	Title: VEX Robotics Concepts: Logic, Function, Systems Global Context: Scientific and Technical Innovation ATLs: Self Management – Organizational Skills Inquiry: Through the application of engineering design principles and computational thinking, robots can be programmed to solve real-world problems efficiently,	Title: <i>Student Choice – Design Cycle</i> Concepts: Aesthetics, Form, Change Global Context: Personal and cultural expression ATLs: Thinking-Creative-thinking Self-management-Organization Inquiry: Functionality can influence our personal aesthetic	Title: Fair Trade Chocolate Concept: Development Global Context: Globalization & Sustainability ATLs: Thinking-Creative-thinking Inquiry: How can design reflect personal identity and cultural values through chocolate? Students will explore how elements like shape, texture, and packaging can communicate a story or evoke emotion. They will consider

	<p>demonstrating the interdependence of mechanics, electronics, and software.</p> <p>Assessment: Documented research portfolio (A, B, D); Coding and 3D CAD Development (B, C); Robot construction, testing & performance (C)</p>	<p>Assessment: Ideation (A); Plans and drawings (B), Final product (C) Skills-based assessment (A, B, C, D), Evaluation (D)</p>	<p>how their own values, interests, and cultural influences can be embodied in a unique chocolate bar design.</p> <p>Assessment:</p> <ul style="list-style-type: none">Investigate: Explore the history, symbolism, and cultural significance of chocolate and analyze popular chocolate bar designs (Criterion A).Plan: Design a unique chocolate bar concept, create detailed sketches, and plan the materials, mold design, and packaging (Criterion B).Construct: Craft a silicone mold, produce the chocolate bar using the mold, and create packaging that reflects the design concept (Criterion C).
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Semester 2	
Subject	Units
Music	<p>100 Years of Musical Styles</p> <p>Concepts: Change, Structure, Style</p> <p>Global Context: Orientation in space and time</p> <p>Inquiry: World events of the past 100 years have shaped the way music is conceived, designed, marketed and consumed.</p> <p>Assessment: Process Journal, Performance</p>

Drama	Theatre Styles: Monologues Concepts: Identity, Role Global Context: identities and Relationships Inquiry: Actors must fully understand the characters they play. Assessment: Journal Work,(A,B,D) Performance of an original Monologue,(C) Final Evaluation (D)
Visual Arts	OPEN Concepts: Identity, Style Global Context: Identities and Relationships ATLs: Self-Management-Organization Inquiry: An artist's identity based on IB's Learner Profile could be expressed via an established set of conventions in art. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)