

# Grade 6

## Semester 1

Semester 1			
Subject	Units		
Science	<b>Title: Becoming Scientists</b> <b>Concept: Systems, Evidence</b> <b>Global Context: Scientific and technical innovation</b> <b>ATLs: Social-Collaboration</b> <b>ATLs:Thinking-Critical-thinking</b> <b>Inquiry: Learning in laboratories requires systems that provide structure for science inquiry, activities and learning to be safe and fun.</b> <b>Assessment: Scientific Method Exam (Criterion A), Hot or Not Lab (Criterion B and C), Skittles Weight Lab (Criterion C), States of Matter Presentation (Criterion D)</b>		<b>Title: Properties of Matter</b> <b>Concept: Relationships, Models</b> <b>Global Context: Scientific and technical innovation</b> <b>ATLs: Communication-Communication</b> <b>Inquiry: learning about how matter behaves has had a significant impact on scientific discovery and the way our society has developed.</b> <b>Assessment: States of Matter Exam (Criterion A), Making Ooblek (Criterion B and C), Researching colloids as armors (Criterion D)</b>
	<b>Title: What is history?</b> <b>Concepts: Time, Place, Space, Perspective, Significance</b> <b>Global Context: Orientation in space and time</b> <b>ATLs: Communication-Communication skills</b> <b>Inquiry: The perspective of historians influences the significance given to events in the past.</b> <b>Assessment: Historical Event paper (B, C, D)</b>		<b>Title: Early China 221BC – 1279AD</b> <b>Concepts: Change, Civilization, Power</b> <b>Global Context: Identities and Relationships</b> <b>ATLs: Communication-Communication skills</b> <b>Inquiry - Physical geography and powerful leaders can shape and change civilizations.</b> <b>Assessment: Physical Map and analysis (A, B, C); Geography Quiz (A, D); Early China as a Civilization (A, B, D); Dynasty Timeline and Map (A, B, C, D)</b>
Math	<b>Getting to Know You</b> <b>Concepts: Connections &amp; Systems</b> <b>Global Context: Identities &amp; relationships</b> <b>ATLs:</b> <b>Social-Collaboration</b> <b>Inquiry: Making new connections with our classmates, teachers, NIS expectations and systems is the first step to having a great year in Mathematics.</b> <b>Assessment: None</b>	<b>Fractions &amp; Human Connections</b> <b>Concepts: Logic &amp; Simplification</b> <b>Global Context: Globalization &amp; Sustainability</b> <b>ATLs:</b> <b>Self-management-Affective</b> <b>Inquiry: Different systems and forms of representation develop as civilizations evolve and humans interact, making connections, creating patterns, building relationships, communities and cultures.</b> <b>Assessment: MYP 1 – Angle Patterns (B), Adjusting the Recipe (CD), Decimal Drinks (D), Fractions test (A).</b>	
	<b>Number</b> <b>Concepts: Relationships, Quantity &amp; Representation</b> <b>Global Context: Orientation in space &amp; time</b> <b>ATLs:</b> <b>Self-management-Organization</b> <b>Self-management-Affective</b> <b>Inquiry: Different systems and forms of representation develop as civilizations evolve and humans interact, making connections, creating patterns, building relationships, communities and cultures.</b> <b>Assessment: MYP 1 – Ancient Number Systems (BC), Number Systems Test (A).</b>	<b>Geometry</b> <b>Concepts: Form, Representation &amp; Space</b> <b>Global Context: Personal &amp; Cultural Expression</b> <b>ATLs:</b> <b>Thinking-Creative-thinking</b> <b>Thinking-Critical-thinking</b> <b>Inquiry: Mathematical patterns and forms create measurable space used in art, architecture and other structures that impact the environment</b> <b>Assessment: Mini-Golf (CD); Euler’s Faces (B); Paving our way (CD); Geometry Test (A)</b>	

<p><b>PHE</b></p>	<p><b>Cooperative Games (TGfU)</b> <b>Concepts:</b> Relationships, Interaction <b>Global Context:</b> Identities and Relationships <b>ATLs:</b> Social-Collaboration <b>Inquiry:</b> Managing player and team interactions enables all to make positive choices to support collaborative relationships. <b>Assessment:</b> Blooket+Seesaw/Multiple Choice, Individual goal setting, analysis project. Aiii, Bi, Ci, Di</p>	<p><b>Movement + Aquatics</b> <b>Concepts:</b> Refinement, Movement <b>Global Context:</b> Personal and Cultural Expression <b>ATLs:</b> Communication-Communication Self-management-Affective <b>Inquiry:</b> Understanding how to refine movement will help aid my personal and others performance through trial and error. <b>Assessment:</b> Physical/conceptual Literacy challenge, group movement project, stroke identification and analysis, reflective practices, Ai, Bii, Ci, Cii, Di, Dii</p>
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## Semester 1

Subject	Units	
<b>Mandarin Acquisition Emergent Level</b>	<b>Title: Family</b> <b>Concepts:</b> Identity, Structure <b>Global Context:</b> Identities and Relationships <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Introducing one's family using proper word choice and/or non-verbal communication helps identify family members. <b>Assessment:</b> Interactive oral and listening conversation (A&C), reading comprehension (B), Writing(D)	<b>Title: Seasons &amp; Weather</b> <b>Concepts:</b> Time, place and space <b>Global Context:</b> Orientation in time and space <b>ATLs:</b> Self-management – Organization skills <b>Inquiry:</b> Climates and weather affect people's lives. <b>Assessment:</b> Presentation (C); reading comprehension (B); Writing (D)
<b>Mandarin Acquisition Capable Level</b>	<b>Title: Big Family</b> <b>Concepts:</b> Connections, Structure <b>Global Context:</b> Identities and Relationships <b>ATL:</b> Self-management-Organization <b>Inquiry:</b> Family life is different from generation to generation. <b>Assessment:</b> oral presentation (C); listening comprehension (A); descriptive writing (D) & Reading comprehension (B)	<b>Title: Living Environment</b> <b>Concepts:</b> Community, function <b>Global Context:</b> Orientation in space and time <b>ATL:</b> Communication-Communication <b>Inquiry:</b> A good living environment is a combination of good location, equipment, housing and layout of furniture. <b>Assessment:</b> reading comprehension (B); descriptive writing (D); oral presentation (C) & listening comprehension (A)
<b>Mandarin Acquisition Proficient Level</b>	<b>Title: Fable stories</b> <b>Concepts:</b> Creativity , Audience imperatives, Character, purpose, Theme <b>Global Context:</b> Personal and cultural expression <b>ATLs:</b> Thinking-Critical-thinking <b>Self-management-Organization</b> <b>Inquiry:</b> Language is a vehicle for thought, creativity, reflection, learning and self-expression. <b>Assessment:</b> Interactive Oral Communication (Criterion A&C); Reading comprehension (Criterion B); descriptive writing (Criterion D)	<b>Title: Science and Technology</b> <b>Concept:</b> Communication, Audience Imperatives, Context, Purpose <b>Global Context:</b> Scientific and technical innovation <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Human being's action and the environment are co-dependent. <b>Assessment:</b> reading comprehension (Criterion B); descriptive writing (Criterion D); oral presentation (Criterion C), Listening Comprehension (Criterion A-during the trip to Nanjing Nanjing JiYu Artificial technology museum/Nanjing Science & Technology Museum)
<b>French Acquisition</b>	<b>Title: I speak French, who am I?</b> <b>Concepts:</b> Identity, Message, word choice <b>ATLs:</b> Communication-communication <b>Research-Information literacy</b> <b>Inquiry:</b> The message conveyed through word choice helps understand individual and collective identity. <b>Assessment:</b> Tests criteria A, B, C, D	<b>Title: Stories from the Wild (Histoires sauvages)</b> <b>Concepts:</b> creativity, pattern, context <b>Global Context:</b> Personal and Cultural Expression <b>ATLs:</b> Communication-communication <b>Thinking-Creative thinking</b> <b>Inquiry</b> We use creativity to recognize patterns and context in stories about animals, helping us explore language and discover the natural world in new ways. <b>Assessment:</b> Tests A - Listening B – Reading

		<p>C –Speaking – presentation of my animal</p> <p>D – Writing : creative writing for the Gruffalo.</p>
<p><b>Spanish Acquisition</b></p> <p><b>Emergent Level</b></p>	<p><b>Title: Let's talk about me</b></p> <p><b>Concepts: Connections, Message</b></p> <p><b>Global Context: Identities and Relationships</b></p> <p><b>ATLs: Thinking- Critical Thinking</b></p> <p><b>Inquiry: The words we use help us build our identity and make connections with our family members</b></p> <p><b>Assessment: Written responses to questions based on an audiovisual/spoken source (Criterion A); written responses to questions based on a written and visual source (Criterion B), full description of member of the extensive family, short question/answer oral exam (Criteria C, D)</b></p>	<p><b>Title: All About my Family and Friends</b></p> <p><b>Concepts: Connections, Meaning and Conventions</b></p> <p><b>Global Context: Identities and Relationships</b></p> <p><b>ATLs: Social-Collaboration Skills</b></p> <p><b>Inquiry: Language is a powerful tool to show empathy to our beloved ones and create connections with other</b></p> <p><b>Family roles are important and can vary from culture to culture.</b></p> <p><b>Assessment: Written responses to questions based on an audiovisual/spoken source (Criterion A); written responses to questions based on a written and visual text (criterion B); audiovisual text describing students' relationship with close family member and friends (Criteria C, D)</b></p>
<p><b>English Acquisition</b></p> <p><b>Capable Level</b></p>	<p><b>My identity and Relationships</b></p> <p><b>Concepts: Culture, Patterns (Ph1), Message, Context</b></p> <p><b>Global Context: Identities and Relationships (Lens: Identity Formation)</b></p> <p><b>ATLs: Communication-Communication</b></p> <p><b>Self-management-Organization</b></p> <p><b>Inquiry: People's relationship to family and culture shapes their identity.</b></p> <p><b>Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Identity Profile (Criterion D), Identity presentations based on profile (Criterion C)</b></p>	<p><b>Passions</b></p> <p><b>Concepts: Communication, Function, Purpose</b></p> <p><b>Global Context: Personal and Cultural Expressions (Lens: Artistry, Craft, Creation, Fields and disciplines)</b></p> <p><b>ATLs: Communication-Communication</b></p> <p><b>Research-Information literacy</b></p> <p><b>Inquiry: Communicating purposefully about our passions builds connections between people</b></p> <p><b>Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Character Traits (Physical and Personality) and how it relates to their passion (Criterion D), Conversation based on chosen character (Criterion C)</b></p>
<p><b>English Acquisition</b></p> <p><b>Proficient Level</b></p>	<p><b>My Identity and Relationships</b></p> <p><b>Concepts: Culture, Context, Bias</b></p> <p><b>Global Context: Identities and Relationships (Lens: Identity Formation)</b></p> <p><b>ATLs: Communication-Communication</b></p> <p><b>Self-management-Organization</b></p> <p><b>Inquiry: People's relationship to family and culture shapes their identity and informs their biases.</b></p> <p><b>Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Identity Profile (Criterion D), Identity presentations based on profile (Criterion C)</b></p>	<p><b>Passions</b></p> <p><b>Concepts: Communication, Purpose, Theme</b></p> <p><b>Global Context: Personal and Cultural Expressions (Lens: Artistry, Craft, Creation, Fields and disciplines)</b></p> <p><b>ATLs: Communication-Communication</b></p> <p><b>Research-Information literacy</b></p> <p><b>Inquiry: Communicating purposefully about our passions builds connections between people</b></p> <p><b>Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Character Traits (Physical and Personality) and how it relates to their passion (Criterion D), Conversation based on chosen character (Criterion C)</b></p>

## Semester 1

Subject	Units	
<b>English Language and Literature</b>	<b>Title: Mythical Mayhem</b> <b>Concepts:</b> Connections, Character, Setting <b>Global Context:</b> Personal and Cultural Expression <b>ATLs:</b> Self-Management-Organization Thinking- Creative Thinking <b>Inquiry:</b> Making connections between character and setting allows extension of creativity and craft. Assessment – Myth Character Analysis (A, B); Myth Creation (B, C, D)	<b>Title: American Born Chinese</b> <b>Concept:</b> Perspective, Style, Identity <b>Global Context:</b> Identities and Relationships <b>ATLs:</b> Communication-Communication Thinking- Critical Thinking <b>Inquiry:</b> The style of the text reveals the author's perspectives on identity. Assessment – Graphic Novel Creation (A, C, D); Panel Analysis (A, B)
<b>Korean Language and Literature</b>	<b>Title: Dream pursuing life- Leafie, a Hen into the Wild</b> <b>Concepts:</b> Perspective, Genres, Intertextuality <b>Global Context:</b> Personal and cultural expression <b>ATLs:</b> Thinking-Critical-thinking Thinking-Transfer <b>Inquiry:</b> Critical readers understand the protagonist's purpose and relationship with other characters in a specific background and can establish own perspective on events. Assessment: oral presentation(A, B, D), analytical writing(A, B, C), re-writing(B, C, D)	<b>Title: Literature and Symbol: Pied Piper of Hamelin and Hope for the Flowers</b> <b>Concepts:</b> Communication, Genres, Intertextuality <b>Global Context:</b> Personal and cultural expression <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Critical readers can explore symbols in literature works and express own interpretations. Assessment: introduction writing(B, C, D), analytic writing(A, B, D)
<b>Mandarin Language and Literature</b>	<b>Fable stories</b> <b>Concept:</b> Creativity, character, setting point of view <b>Global Context:</b> Identities and Relationships <b>ATLs:</b> Thinking- Critical Thinking Self-Management-Organization <b>Inquiry:</b> Language is a vehicle for thought, creativity, reflection, learning and self-expression. Assessment: oral presentation(A,D) analytical writing (A, B, D), re-writing (B, C,D)	<b>Expository Writing: Science &amp; Technology</b> <b>Concept:</b> Communication, Audience Imperatives, Context, Purpose <b>Global Context:</b> Scientific and technical innovation <b>ATLs:</b> Communication-Communication <b>Inquiry :</b> Human being's action and the environment are co-dependent. Assessment: oral presentation(A,D), analytical writing (A, B, D),science fiction creative writing(B,C,D)
<b>German Language and Literature</b>	<b>Stories about friendship</b> <b>Concept:</b> Perspective, Character, Point of view <b>Global Context:</b> Personal and cultural expression <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Stories are narrated from special perspectives. Assessment: Creative writing, oral presentation (A, B, C, D)	<b>Every story has a moral- Fabeln</b> <b>Concept:</b> Character, Purpose, Structure <b>Global Context:</b> Identities and relationships <b>ATLs:</b> Thinking-Creative-thinking <b>Inquiry:</b> How does the use of characters, purpose, and structure in fables contribute to the communication of a moral lesson, and what can the study of fables reveal about the identities and relationships within and across cultures?

		Assessment: Analysis, creative writing (A, B, C, D)
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<b>Semester 1</b> <b>Students rotate between the three Arts throughout the year.</b> <b>Students complete one Design block per semester, completing the third block the next year.</b>				
Subject	Units			
Design	<b>Title: Game Design with Microsoft MakeCode Arcade</b> <b>Concepts:</b> Logic, Change <b>Global Context:</b> Identities and relationships <b>ATLs:</b> Thinking-Creative-thinking <b>Inquiry:</b> There is no such thing as a new game. They are all simply remakes or mash-ups of existing game ideas and concepts <b>Assessment:</b> Documented research portfolio (A, B, D); Existing Game Concept Analysis (B, C); MakeCode Game Development (C)	<b>Title: The Deserted Island Challenge</b> <b>Concepts:</b> Collaboration, Connections <b>Global Context:</b> Scientific & Technical Innovation! <b>ATLs:</b> Thinking-Creative-thinking <b>Inquiry -</b> In communities collaboration functions as the driving force for scientific and technical innovation <b>Assessment –</b> 3 Mini Assessments for the duration of the unit, each one focusing on the whole design cycle. (A, B, C, D)  <b>Title: <i>Precious Plastic</i></b> <b>Concepts:</b> Community, Change <b>Global Context:</b> Globalization and Sustainability <b>ATLs:</b> Research-Information literacy Research-Media literacy <b>Inquiry:</b> Engagement with the local community can result in increased shared responsibility for the environment <b>Assessment:</b> Process journal, pop up shop (A, B, C, D)	<b>Title: Family Frame</b> <b>Concept:</b> Communication <b>Global Context:</b> Identities & Relationships <b>ATLs:</b> Thinking-Creative-thinking <b>Inquiry:</b> How can design preserve and share family memories? <b>Assessment:</b> Research family traditions & framing trends (A), Sketch design ideas, justify choices (B), Build a physical frame (C)	
	<b>Internalizing Music</b> <b>Concepts:</b> Change, Communication, Boundaries <b>Global Context:</b> Identities and relationships <b>ATLs:</b> Communication skills; Self-management skills <b>Inquiry:</b> In order for humans to be able to communicate aspects of their identities to each other, they must first consider changes to their own perceived boundaries. <b>Assessment:</b> Audio recordings, investigative presentations  <b>Music Systems</b>	<b>Elements of Drama</b> <b>Concepts:</b> Form, Audience, Structure <b>Global Context:</b> Personal and Cultural Expression <b>ATLs:</b> Collaboration; helping others to succeed <b>Inquiry:</b> The purpose of drama is to express and communicate ideas and beliefs through structure and form <b>Assessment:</b> Inquiry (A), Artistic Intention (B), Performance(C), Evaluation Assignment (D)	<b>Visual Arts: Celebrating Endangered Species</b> <b>Concepts:</b> Change, Audience <b>Global Context:</b> Globalization and sustainability <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Art can make an impact on the audience so that change occurs. <b>Assessment:</b> Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	

	<b>Concepts: Structure, Interpretation, Aesthetics</b> <b>Global Context: Orientation in space and time</b> <b>ATLs: Thinking skills; Self-management skills</b> <b>Inquiry: One of the hallmarks of civilizations is the creation of systems of representative symbols that allow information to be transmitted as efficiently as possible amongst people.</b> <b>Assessment: Video recordings, process summaries, peer evaluations</b>		
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## Grade 6

### Semester 2

Subject	Units		
Science	<b>Title: Our Planet</b> <b>Concept: Change, Transformations</b> <b>Global Context: Scientific and technical innovation</b> <b>ATLs: Communication-Communication</b> <b>ATLs: Thinking-Critical-thinking</b> <b>Inquiry: Sudden geological changes and extreme weather events can transform the Earth's surface</b> <b>Assessment: Earth Science Exam (Criterion A), Motion in The Mantle Lab (Criterion B and C), Weather Research Task (Criterion D)</b>	<b>Title: Sorting, Interactions &amp; Habitats</b> <b>Concept: Relationships, Interactions</b> <b>Global Context: Globalization and sustainability</b> <b>ATLs: Self-Management-Organization</b> <b>Inquiry: The growth, survival and reproduction of living things are affected by their relationships and interactions with other living things and the physical conditions of their environment.</b> <b>Throughout this process matter and energy change form but are always preserved.</b> <b>Assessment: Ecology Exam (Criterion A), Inquiring &amp; designing (Criterion B), Processing &amp; evaluating (Criterion C), Food Web Presentation (Criterion A and D)</b>	<b>Title: Physical Science STEM Choices</b> <b>Concept: Change, Transformation</b> <b>Global Context: Scientific and technical innovation</b> <b>ATLs: Communication-Communication ATLs: Thinking-Critical-thinking</b> <b>Inquiry: Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause a change in the form of energy.</b>
Humanities	<b>Title: Places &amp; Spaces</b> <b>Concepts: Time, Place &amp; Space, Scale</b> <b>Global Context: Orientation in space and time</b> <b>ATLs: Communication-Communication skills</b> <b>Inquiry: Maps and charts help people to understand places and spaces.</b> <b>Assessment: Perfect City (A,C,D); Map Skills Test (A)</b>		<b>Title: Perspectives &amp; China</b> <b>Concepts: Global Interactions, Culture and Perspective</b> <b>Global Context: Orientation in space and time</b> <b>ATL: Self-management-Organization; Research-Information literacy</b> <b>Inquiry: Places in the world can be similar and different at the same time.</b> <b>Assessment: Country Comparison Essay (B,C,D); Source Analysis (B,D).</b>
Math	<b>Algebra</b> <b>Concept: Relationships, Model, Pattern, Representation</b> <b>Global Context: Scientific &amp; Technical Innovation</b> <b>ATLs:</b> <b>Self-management-Organization</b> <b>Thinking-Transfer</b> <b>Inquiry: A logical process helps to model and generalise patterns in the natural world</b>		<b>Data &amp; Statistics</b> <b>Concept: Form, Model, Pattern, Representation</b> <b>Global Context: Identities &amp; relationships</b> <b>ATLs:</b> <b>Research-Information literacy</b> <b>Social-Collaboration</b>

	Assessment: Recognizing patterns (B); Algebra Test (A).	Inquiry: Being able to represent relationships effectively can help justify characteristics and trends uncovered in communities. Assessment: MYP 1
<b>PHE</b>	<b>Individual Pursuits</b> <b>Concepts:</b> Development, Adaptation <b>Global Context:</b> Scientific and Technical Innovation <b>ATLs:</b> Self-management-Affective Thinking-Critical-thinking <b>Inquiry:</b> Technology helps me to adapt and develop movement patterns in a range of activities. <b>Assessment:</b> Project based learning, Ai, Bi, Ciii, Diii	<b>Net/Wall/Striking Games</b> <b>Concepts:</b> Communication, Energy <b>Global Context:</b> Orientation in Space and Time <b>ATLs:</b> Research-Information literacy <b>Inquiry:</b> Using different energy enables me to use space and communicate this effectively using different tools. <b>Assessment:</b> Communicating how to manage energy through different types of equipment/objects for success project. Aii, Bi, Cii, Di

Semester 2		
Subject	Units	
<b>Mandarin Acquisition Emergent Level</b>	<b>Title: Transportation</b> <b>Concepts:</b> Time, place and space <b>Global Context:</b> Orientation in time and space <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Different modes of transportation affect our lives <b>Assessment:</b> Oral Presentation (C); reading comprehension (B); writing test (D), listening comprehension (A)	<b>Title: Healthy Eating</b> <b>Concepts:</b> Culture, Function <b>Global Context:</b> Fairness and Development <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Food defines our health. <b>Assessment:</b> Oral Presentation and Interactive Conversation (A,C) ; reading comprehension (B); Writing and Poster-making (D).
<b>Mandarin Acquisition Capable Level</b>	<b>Title: Culture Practice</b> <b>Concepts:</b> Culture, Conventions <b>Global Context:</b> Personal and culture expression <b>ATL:</b> Social-Collaboration <b>Inquiry:</b> Different cultures have different approaches and messages in their celebration. <b>Assessment:</b> oral presentation (C); listening and comprehension (A); letter writing (D) & Reading comprehension (B)	<b>Title: Travel</b> <b>Concepts:</b> Time, place and space, Purpose <b>Global Context:</b> Orientation in time and space <b>ATL:</b> Research-Information literacy <b>Inquiry:</b> People make different choices when traveling depending on different purposes and different destinations. <b>Assessment:</b> reading comprehension (B); travel plan writing (D); oral presentation (C) & listening comprehension (A)
<b>Mandarin Acquisition Proficient Level</b>	<b>Title: Culture Practice</b> <b>Concepts:</b> Culture, Conventions <b>Global Context:</b> Personal and culture expression <b>ATLs:</b> Communication-Communication <b>Inquiry:</b> Different cultures have different approaches and messages in their celebration. <b>Assessment:</b> oral presentation (Criterion C); listening and comprehension (Criterion A); letter writing (Criterion D)	<b>Celebrities</b> <b>Concepts:</b> Identity, Function <b>Global Context:</b> Identities and Relationships <b>ATLs:</b> Research-Information literacy <b>Inquiry:</b> The more famous they are, the more responsibilities they have to shoulder. <b>Assessment:</b> Descriptive writing(D), Presentation(C,D), Reading and Listening Comprehension(A,B,D)



<p><b>French Acquisition</b></p>	<p><b>Title: This is my school life ! (Ma vie scolaire !)</b>  <b>Concepts:</b> connections, context, purpose  <b>Global Context:</b> Identities and relationships  <b>ATLs:</b> Communication - communication  <b>Social - collaboration</b>  <b>Inquiry:</b> Our purposeful school experiences help us form connections and express who we are within our context.  <b>Assessment:</b> Tests A – Listening related to school and hobbies.  B – Reading about a parallel character to their story  C – Speaking : 2x Vlogs about specific related topic  D - Writing : who am I as a self and a student</p>	<p><b>Title: Détective en cuisine !</b>  <b>Concept:</b> culture, purpose, audience  <b>Global Context:</b> Personal and cultural expression  <b>ATLs:</b> communication, Social, self management  <b>Inquiry:</b> Food shows culture and identity, and helps audience learn about and connect purposefully with each other.  <b>Assessment:</b>  A- Listening : cultural specialties  B- Reading : recipe  C- Speaking : Tutorial  D- Writing: recipe</p>
<p><b>Spanish Acquisition Emergent Level</b></p>	<p><b>Title: School Life</b>  <b>Concepts:</b> Culture, Meaning  <b>Global Context:</b> Personal and cultural expression  <b>ATLs:</b> Self-Management-Organization  <b>Inquiry:</b> A balanced life gives meaning to our academic life  <b>Assessment:</b> Written responses to questions based on an audiovisual/spoken source (Criterion A); written responses to questions based on a written and visual source (Criterion B), visual and spoken text on students' dream school: teachers, class schedules, etcetera (Criteria C, D)</p>	<p><b>Title: Home Sweet Home</b>  <b>Concepts:</b> Creativity, Purpose  <b>Global Context:</b> Orientation in time and space  <b>ATLs:</b> Research-Media Literacy Skills  <b>Inquiry:</b> Home plays an important role in someone life's purpose  <b>Assessment:</b> Written responses to questions based on an audiovisual/spoken source (Criterion A); written responses to questions based on a written and visual source (Criterion B), project: design and describe their dream house (Criteria C, D)</p>
<p><b>English Acquisition Capable Level</b></p>	<p><b>Opportunity and Challenge</b>  <b>Concepts:</b> Connection, Form (Ph1), Meaning, Point of View  <b>Global Context:</b> Globalization and Sustainability (Lens: Human impact on the environment)  <b>ATLs:</b> Communication-Communication  <b>Thinking-Critical-thinking</b>  <b>Inquiry:</b> The interconnected nature of globalization drives both opportunities and challenges for sustainability  <b>Assessment:</b> Written responses to questions based on audio sources - Podcast (Criterion A); written responses to questions based on written and visual sources (Criterion B); ISA Writing (Criterion D), Vocabulary Presentation from "The Wild Robot" (Criterion C)</p>	<p><b>The Wild Robot</b>  <b>Concepts:</b> Creativity, Pronunciation (Ph1), Word Choice), Audience, Empathy (Ph 3-4)  <b>Global Context:</b> Identities and Relationships (Lens: Transitions)  <b>ATLs:</b> Social-Collaboration  <b>Inquiry:</b> Transitions challenge identities and relationships forcing individuals to adapt and redefine themselves creatively to form new connections.  <b>Assessment:</b> Written responses to questions based on audio-visual sources (Criterion A - Listening); written responses to questions based on written and visual sources (Criterion B - Reading); interactive task based on visual and spatial sources (Criterion C – Speaking); written task with visual and spatial modes (Criterion D – Writing)</p>
<p><b>English Acquisition Proficient Level</b></p>	<p><b>Opportunity and Challenge</b>  <b>Concepts:</b> Connection, Point of View, Inference  <b>Global Context:</b> Globalization and Sustainability (Lens: Human impact on the environment)  <b>ATLs:</b> Communication-Communication  <b>Thinking-Critical-thinking</b>  <b>Inquiry:</b> The interconnected nature of globalization drives both opportunities and challenges for sustainability  <b>Assessment:</b> Written responses to questions based on audio sources - Podcast (Criterion A); written responses to questions based on written and visual sources (Criterion B); ISA Writing (Criterion D), Vocabulary Presentation from "The Wild Robot" (Criterion C)</p>	<p><b>The Wild Robot</b>  <b>Concepts:</b> Creativity, Audience, Empathy, Stylistic Choices (Ph5) / word choice (Ph4)  <b>Global Context:</b> Identities and Relationships (Lens: Transitions)  <b>ATLs:</b> Social-Collaboration  <b>Inquiry:</b> Transitions challenge identities and relationships forcing individuals to adapt and redefine themselves creatively to form new connections.    <b>Assessment:</b> Written responses to questions based on audio-visual sources (Criterion A - Listening); written responses to questions based on written and visual sources (Criterion B - Reading); interactive task based on visual and spatial sources (Criterion C Speaking); written task with visual and spatial modes (Criterion D – Writing)</p>

## Semester 2

Subject	Units	
English Language and Literature	<b>Title: Novel Study (The City of Ember)</b> <b>Concept: Perspective, Purpose, Theme</b> <b>Global Context: Fairness and Development</b> <b>ATLs: Communication-Communication</b> <b>Self-management-Organization</b> <b>Inquiry: Critical readers understand that the authors' perspectives purposefully affect viewers' interpretations of text and theme.</b> <b>Assessment –Literary Luminary (A, B, C, D)</b>	<b>Title: Memoirs</b> <b>Key Concept: Communication</b> <b>Related Concept: Self-expression</b> <b>Global Context: Personal and Cultural Expression</b> <b>ATLs: Communication-Communication</b> <b>Inquiry: Effective communication skills are required to express our experiences.</b> <b>Assessment – Historical Event and Memoir comparison (A, B, C, D); Memoir creation (B, C, D)</b>
Korean Language and Literature	<b>Title: Understanding myself and others: <i>My Blue Bicycle</i></b> <b>Concepts: Relationshi, Character, Self-expression</b> <b>Global Context: Identities and relationship</b> <b>ATLs:</b> <b>Social-Collaboration</b> <b>Inquiry: Readers can understand literature works would reflect real world and can communicate with characters in literature works based on understanding conflicts among characters.</b> <b>Assessment: Interview(B,D), poster making(C, D), creative writing(A,C)</b>	<b>Title: Understanding authors choice- <i>Short stories</i></b> <b>Concepts: Connection, Purpose, Self-expression</b> <b>Global Context:</b> <b>Fairness and development</b>  <b>ATLs:</b> <b>Communication-Communication</b> <b>Thinking-Critical-thinking</b> <b>Inquiry: Critical readers understand the protagonist's purpose and relationship with other characters in a specific background and can establish own perspective on events.</b> <b>Assessment: News article writing(B,C,D), rhetorical writing(A,B,D)</b>
Mandarin Language and Literature	<b>Folk Stories: Arabian Nights</b> <b>Concept: Perspective, Character, Point of view, setting, Structure</b> <b>Global Context: Orientation in time and space</b> <b>ATLs: Thinking-Critical-thinking</b> <b>Inquiry: Different readers have different perspectives about the literature written from different time and regions through exploring the characters and setting.</b> <b>Assessment: character analysis (A,B,D), folk story Creation(B,C,D)</b>	<b>Biography: Poetry</b> <b>Concept :Connections, Character, Point view</b> <b>Global Context: Identities and relationships</b> <b>ATLs: Thinking-Critical-thinking</b> <b>7Thinking-Creative-thinking</b> <b>Inquiry: Poetry is a means of expressing emotions</b> <b>Assessment: Analyzing the classical and modern poetry (A,B,D),</b>

		Poetry creative writing (B, C, D)
<b>German Language and Literature</b>	<b>Everything is connected! - Berichten und Beschreiben</b> <b>Concept: Connections, Structure, Style</b> <b>Global Context: Globalization and sustainability</b> <b>ATLs: Self-Management-Reflection</b> <b>Inquiry:</b> The study of language, structure, and style in reporting and description reveals the interconnectedness of our world and its impact on globalization and sustainability. <b>Assessment:</b> Poster creation, creative writing (A, B, C, D)	<b>This is not fair! – Kinderrechte</b> <b>Concept: Communication, Theme, Self-expression</b> <b>Global Context: Fairness and development</b> <b>ATLs: Research-Information literacy</b> <b>Inquiry:</b> How does effective communication of purpose and themes in children's rights advocacy foster self-expression and promote fairness and development, and what can we learn about the importance of fairness and equal treatment through the study of children's rights? <b>Assessment:</b> Oral presentation, written analysis, an investigation into children's rights (A, B, C, D).

<b>Semester 2</b> <b>Students rotate between the three Arts throughout the year.</b> <b>Students complete one Design block per semester completing the third block the next year.</b>			
<b>Subject</b>	<b>Units</b>		
<b>Design</b>	<b>Title: Game Design with Microsoft MakeCode Arcade</b> <b>Concepts: Logic, Change</b> <b>Global Context: Identities and relationships</b> <b>ATLs: Thinking-Creative-thinking</b> <b>Inquiry:</b> There is no such thing as a new game. They are all simply remakes or mash-ups of existing game ideas and concepts <b>Assessment:</b> Documented research portfolio (A, B, D); Existing Game Concept Analysis (B, C); MakeCode Game Development (C)	<b>Title: The Deserted Island Challenge</b> <b>Concepts: Collaboration, Connections</b> <b>Global Context: Scientific &amp; Technical Innovation!</b> <b>ATLs: Thinking-Creative-thinking</b> <b>Inquiry -</b> In communities collaboration functions as the driving force for scientific and technical innovation <b>Assessment –</b> 3 Mini Assessments for the duration of the unit, each one focusing on the whole design cycle. (A, B, C, D)  <b>Title: Precious Plastic</b> <b>Concepts: Community, Change</b> <b>Global Context: Globalization and Sustainability</b> <b>ATLs:</b> Research-Information literacy Research-Media literacy <b>Inquiry:</b> Engagement with the local community can result in increased shared responsibility for the environment <b>Assessment:</b> Process journal, pop up shop (A, B, C, D)	<b>Title: Family Frame</b> <b>Concept: Communication</b> <b>Global Context: Identities &amp; Relationships</b> <b>ATLs: Thinking-Creative-thinking</b> <b>Inquiry:</b> How can design preserve and share family memories? <b>Assessment:</b> Research family traditions & framing trends (A), Sketch design ideas, justify choices (B), Build a physical frame (C)  <b>Title: Zen Garden</b> <b>Concept: Systems</b> <b>Global Context: Scientific &amp; Technical Innovation</b> <b>ATLs: Thinking-Creative-thinking</b> <b>Inquiry:</b> How can design create a calming environment? <b>Assessment:</b> Investigate mindfulness & garden design principles (A), Plan layout, select materials (B), Construct (C)

Arts	<p><b>Internalizing Music</b> Concepts: Change, Communication, Boundaries Global Context: Identities and relationships ATLs: Communication skills; Self-management skills Inquiry: In order for humans to be able to communicate aspects of their identities to each other, they must first consider changes to their own perceived boundaries. Assessment: Audio recordings, investigative presentations</p>	<p><b>Elements of Drama</b> Concepts: Form, Audience, Structure Global Context: Personal and Cultural Expression ATLs: Collaboration; helping others to succeed Inquiry: The purpose of drama is to express and communicate ideas and beliefs through structure and form Assessment: Inquiry (A), Artistic Intention (B), Performance(C), Evaluation Assignment (D)</p>	<p><b>Visual Arts: Celebrating Endangered Species</b> Concepts: Change, Audience Global Context: Globalization and sustainability ATLs: Communication-Communication Inquiry: Art can make an impact on the audience so that change occurs. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)</p>
	<p><b>Music Systems</b> Concepts: Structure, Interpretation, Aesthetics Global Context: Orientation in space and time ATLs: Thinking skills; Self-management skills Inquiry: One of the hallmarks of civilizations is the creation of systems of representative symbols that allow information to be transmitted as efficiently as possible amongst people. Assessment: Video recordings, process summaries, peer evaluations</p>		