

Grade 7

Semester 1

Semester 1			
Subject	Units		
Science	Title: Catching the Culprit - Forensics & Scientific Method Concept: Relationships, Evidence Global Context: Orientation in time & space ATLs: Self-Management-Organization Inquiry: Forensic science relies on finding and interpreting evidence to discover relationships between the past and present. Assessment: Forensic Exam (Criterion A), Paper Chromatography (Criterion B and C), Fingerprint Dusting (Criterion B and C)		Title: From Little Things Big Things Grow – A first look at Cells Concept: Systems, Function Global Context: Scientific and technical innovation ATLs: Research-Information literacy Inquiry: Structures within cells dictate their function including systems such as photosynthesis. Assessment: Biology and Scientific Method Exam (Criterion A), Investigating Microscopy (Criterion D), Cell Structures (Criterion A and D)
	Title: Ancient Civilizations Concepts: Change, Culture Identity Global Context: Personal and Cultural Expression ATLs: Communication-Communication, Self-management-Organization Inquiry: Many factors influence a civilization’s culture and identity Assessment: Profile of a hominid (A, B); Neolithic Advertisement (A,C); Traits of Civilization Infographic (B, C, D); Meet the Press: Hammurabi and his code (A,B,C,D)		Title: Water & Settlements Concept: Systems, Resources, Disparity Global Context: Globalization and Sustainability ATLs: Communication-Communication, Self-management-Organization Inquiry: Water systems impact all aspects of human life. Assessment: Water Dictionary (A,C); River Conservation Debate (D); Climate Graphs (D); River Investigation (A,B,C);
Math	Rates & Proportions Concepts: Change, Equivalence, Quantity, Representation, Simplification Global Context: Globalization & Sustainability ATLs: Self-management-Organization Research-Information literacy Inquiry: When relationships between quantities are represented using equivalent ratios and proportional reasoning, it is possible to analyse fairness and equity of decisions and distribution of resources. Assessment: Combatting Poverty (ACD), Percentage Test (A), Gold Medals (BCD).	Number Concepts: Change, Equivalence, Quantity, Representation, Simplification Global Context: Globalization & Sustainability ATLs: Thinking-Critical-thinking Research-Information literacy Inquiry: An understanding of how numbers in different representations relate to each other and their context allows us to choose the best representation for solving problems or influencing audiences. Assessment: Absolute Value (B), Integers Test (A).	
	Geometry Concepts: Form, Measurement, Representation & Space Global Context: Orientation in Space & Time ATLs: Communication-Communication Social-Collaboration Inquiry: By careful measuring and using diagrams to represent our thinking we can use geometry effectively to solve problems involving the orientation and space of objects. Assessment: Volcanic Geometry (D), Geometry Test (A).		
PHE	Invasion Games Concepts: Relationships, Systems Global Context: Identities and Relationships ATLs: Social-Collaboration Inquiry: Identifying a variety of systems and roles promotes relationship building through shared understanding. Assessment: Blooket+Seesaw. Multiple Choice/Open ended questions, Individual goal setting, analysis project. Aiii, Bi, Ci, Di		Movement + Aquatics Concepts: Function, Environment Global Context: Personal and Cultural Expression ATLs: Social-Collaboration Communication-Communication Inquiry: Developing and sharing personal understanding will enhance functional performance, safety and understanding in different environments for all. Assessment: Physical/conceptual Literacy challenge, group movement project, stroke identification and analysis, reflective practices, Ai, Bii, Ci, Cii, Di, Dii

Semester 1

Subject	Units	
Mandarin Acquisition Emergent Level	Title: My Family and Me (Personal Appearances) Concepts: Identity, Structure Global Context: Identities and Relationships ATLs: Thinking-Critical-thinking Self-management-Organization Inquiry: Family members assume specific social roles. Assessment: Listening Comprehension(A), Presentation(B), Reading(C) and Descriptive writing(D)	Title: Seasons and Weather (Clothes) Concepts: Connections,Place and Space Global Context: Personal and Cultural Expression ATLs: Communication-Communication Inquiry: People dress according to personal needs and cultural norms. Assessment: Listening Comprehension(A), Presentation(C), Reading(B) and Letter writing(D)
Mandarin Acquisition Capable Level	Title: Food Culture Concepts: Culture, Purpose Global Context: Personal and cultural expression ATLs: Communication-Communication Inquiry: The environment, customs and religions have shaped our food habits. Assessment: Oral Presentation; reading comprehension; Poster-making.	Celebrities Concepts: Identity, Function Global Context: Identities and Relationships ATL: Thinking-Critical-thinking Inquiry: The more famous they are, the more responsibilities they have to shoulder Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension
Mandarin Acquisition Proficient Level	Title: Children's Poetry Writing Concepts: Creativity, Voice Global Context: Personal and Cultural Expression ATLs: Thinking-Creative-thinking Inquiry: Poetry have patterns and structures that can reflect emotion and culture. Assessment: oral presentation (Criterion C); listening and comprehension (Criterion A); Poetry writing (Criterion D)	Title: Traditional Clothes Concepts: Culture, Message Global Context: Personal and Cultural Expression ATLs: Communication-Communication Inquiry: Each country has a meaningful traditional costume and there is a connection between the style and environment they live in. Assessment: Descriptive writing(D), Presentation(C,D), Reading and Listening Comprehension(A,B,D)
French Acquisition	Title: It hurts ! J'ai mal ! Concept: Form, purpose Global Context: Identities and relationships ATLs: Communication-communication Inquiry: By making purposeful balanced choices, one can communicate different forms to be healthy. Assessment: Tests criteria A, B, C, D	Title: Ma vie, mes objets, ma culture Concepts: Culture, context, perspective Global Context: Personal and cultural expressions ATLs: Social-Collaboration Research Information literacy Inquiry: Personal objects and celebrations reflect cultural identity and are understood through different contexts and perspectives. Assessment: Tests criteria A, B, C, D
Spanish Acquisition Emergent Level	Title: My Neighborhood and Community Concepts: Creativity, Context Global Context: Orientation in space and time ATLs: Research-Media Literacy Skills Inquiry: A creative space will allow us the context to build a sense of community. Assessment: Written responses to questions based on an audiovisual/spoken source (Criterion A) Criterion B reading comprehension; Criteria C and D Writing: Be able to describe your neighborhood and community. Project about the city of their dreams.	Title: A myriad of traditions and celebrations Concepts: Culture, Meaning Global Context: Personal and cultural expressions ATLs: Thinking- Critical Thinking Inquiry: Our knowledge of cultural varieties develops when we understand the meaning of traditions. Assessment: Written responses to questions based on an audiovisual/spoken source (Criterion A) Criterion B Reading comprehension about a celebration/tradition in Hispanic culture; Criteria C and D Writing: Letter to a friend describing a traditional Hispanic celebration/festival

<p>English Acquisition Capable Level</p>	<p>Diversity and Inclusion Concepts: Culture, Context and Word Choice Global Context: Fairness and Development (Lens: Difference and Inclusion) ATLs: Self-Management-Organization Inquiry: The commonality and diversity of cultural contexts impacts how we speak. Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Poster explanation (Criterion D), Poster presentations (Criterion C)</p>	<p>Writing a historical moment Concepts: Connections, Point of View (Ph 3&4) and Message (Ph 2) Global Context: Orientation in Space and Time (Lens: Civilizations and social histories, Epochs, Eras, Turning points and “big history”) ATLs: Thinking-Creative-thinking Inquiry: A writer’s point of view connects us to a historical moment. Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Narrative section from narrative arc (Criterion D), Retelling of their narrative (Criterion C)</p>
<p>English Acquisition Proficient Level</p>	<p>Diversity and Inclusion Concepts: Culture, Context and Bias Global Context: Fairness and Development (Lens: Difference and Inclusion) ATLs: Self-Management-Organization Inquiry: The commonality and diversity of cultural contexts impacts our biases. Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Poster explanation (Criterion D), Poster presentations (Criterion C)</p>	<p>Writing a historical moment Concepts: Connections, Point of View and Theme Global Context: Orientation in Space and Time (Lens: Civilizations and social histories, Epochs, Eras, Turning points and “big history”) ATLs: Thinking-Creative-thinking Inquiry: A writer’s point of view connects us to a historical moment. Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Narrative section from narrative arc (Criterion D), Retelling of their narrative (Criterion C)</p>

Semester 1

Subject	Units	
English Language and Literature	Title: Adaptations (Fractured Fairy Tales) Concepts: Creativity, Audience imperatives, Intertextuality Global Context: Personal and Cultural Expressions ATLs: Self-Management-Organization Thinking- Creative-Thinking Inquiry: The production of adaptations allows creativity to be extended to other mediums and audiences. Assessment: Storyboard (B); Fairytale Adaptation (C, D), Adaptation Reading Presentation (D); Comparison Essay (A, B, D)	Title: Novel Study (The Giver) Key Concept: Communication, Point of View, Aesthetics Global Context: Personal and Cultural Expression ATLs: Thinking- Critical Thinking and Creative Thinking Inquiry: By appreciating the aesthetics and communication techniques employed by the author, we gain a richer understanding of the point of view. Assessment: Annotation (A), Explosive Writing (B, C, D), Comparison (A, B, D)
Korean Language and Literature	Title: Life perception through literature: <i>Nine Year Old Life</i> Concepts: Perspective, Character, Point of view Global Context: Identities and relationship ATLs: Communication-Communication Self-management-Organization Inquiry: Students analyze several characters` action and opinion and discover the hidden point of view brought by the author to understand a variety of perspectives on an event. Assessment: Letter writing(C,D), oral presentation(A,B,D), analytical writing (A,B)	Title: Songs of life: World poems Concepts: Creativity. Audience, Self-expression Global Context: Personal and cultural expression ATLs: Social-Collaboration Thinking-Creative-thinking Inquiry: Based on the external and internal understanding of poetry, learners can express their feelings, experiences or thoughts in poetry. Assessment: poem writing(B,C,D), analytical writing(A,B,D)
Mandarin Language and Literature	Novel Study: Journey to the West Concepts: Perspective, character, point of view Global Context: Personal and cultural expression ATLs: Self-management Inquiry: The definition of a hero depends on one`s perspective. Assessment: Character`s diary writing (B, C, D), Character analysis on the main chapter (A, B, D). Oral presentation on analyzing character growth or the team spirit (A, B, D)	Classic Stories: Concepts: Connections, point of view, style Global Context: Explorations to develop ATLs: Research-Information literacy Inquiry: Help students understand ancient classics and the philosophical views of Confucianism, Buddhism, and Daoism Assessment: Analytical writing based on the text (A, B, D), Story review writing (B, C, D)
German Language and Literature	Exchange arguments Concept: Communication, Purpose, Self-expression Global Context: Scientific and technical innovation ATLs: Communication-Communication Inquiry: Communication is self-expression and implies a purpose about my opinion about a specific topic Assessment: Argumentative Essay (A, B, C, D)	Moral in texts Concept: Perspective, Purpose, Style Global Context: Personal and cultural expression ATLs: Thinking-Critical-thinking Inquiry: Texts are written in a specific genre for a special purpose and tell us about their morals by their language style. Assessment: Summary (Erweiterte Inhaltsangabe)- (A, B,C,D)

Semester 1

Students rotate between Design units throughout the year and into the next grade level. They will complete one set of units per semester.

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

Semester 1		
Students rotate between two arts, one each semester.		
Subject	Units	
Music	Vocal Soloing Concepts: Identity, Expression, Style Global Context: Personal and cultural expression ATLs: Communication skills; Thinking skills Inquiry: The systems that contribute to one's ability to communicate can be categorized and independently adapted to express artistic identity Assessment: Audio recordings; investigative presentations	Music Systems Concepts: Communication, Innovation, Structure Global Context: Orientation in space and time ATLs: Research skills; Self-management skills Inquiry: The systems that govern the communication of musical ideas have evolved over centuries of consideration, experimentation, innovation and collaboration between musicians of all cultures and walks of life. Assessment: Audio recordings, process journals, investigative presentations
Drama	Characterization Concepts: Change, play, role, expression Global Context: identities and Relationships Inquiry: Effective character portrayal requires a creative and imaginative process of transformation Assessment: A presentation of a chosen character from one of the 3 genres: Commedia Dell'Arte, Melodrama. Realism. (B) Recording and reflecting /final evaluation (A, B, D)	
Visual Arts	The Guardians of our homes Concepts: Identity, Narrative Global Context: Identities and relationships ATLs: Self-Management-Organization Inquiry: Artists express their identities by examining diverse cultural perspectives. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	Still life Concepts: Aesthetics, Style Global Context: Orientation in Space and Time ATLs: Thinking-Creative thinking Inquiry: Artistic styles can reflect the perception of beauty shared by people of a particular era and/or culture. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)

Grade 7

Semester 2

Semester 2		
Subject	Units	
Science	<p>Title: Forces in Action Concept: Change, Balance Global Context: Scientific and technical innovation ATLs: Self-Management-Affective Inquiry: Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object Assessment: Physics Exam (Criterion A), Model Seesaw Lab (Criterion B and C), Car Safety Research (Criterion D)</p>	<p>Title: Mixing & Separating Concept: Relationships, Environment Global Context: Globalization & sustainability ATLs: Communication-Communication Inquiry: Mixtures, including solutions, contain a combination of Pure substances that can be separated using a range of techniques. Assessment: Mixing and Separating Exam (Criterion A), Writing a Method Task (Criterion B), Separation Techniques Analysis (Criterion C), Water Purification Methods Research (Criterion D)</p>
Humanities	<p>Title: Scientific Revolution Concepts: Time, Place and Space, Innovation and Revolution Global Context: Scientific and Technical Innovation ATLs: Research-Information literacy Inquiry: The Scientific Revolution saw innovations in scientific thought and practice that challenged traditional beliefs leading to a revolution in our understanding of the natural world. Assessment: Ideas that Changed the World (A, B, C, D); Source Analysis about the Scientific Revolution (D)</p>	<p>Title: UN Sustainable Development Goals Concepts: Global Interactions, Sustainability Global Context: Globalization and Sustainability ATLs: Thinking-Critical-thinking Inquiry: Local communities can connect with each other to fulfil the objectives of the U.N. Sustainability Goals. Assessment: Awareness Campaign for a Country's Adherence to the UN Sustainable Development Goals (B,C,D).</p>
Math	<p>Algebra Concepts: Relationships, Model, Pattern, Representation Global Context: Scientific & Technical Innovation ATLs: Self-management-Organization Self-management-Affective Inquiry: Mathematicians can use algebra to describe patterns and models and to predict outcomes based on these representations. Assessment: Algebra patterns and models (BC), Like terms (B), Nutrition Panels (CD), Algebra Test (A).</p>	<p>Data & Statistics Concepts: Pattern & Representation Global Context: Scientific and technical innovation ATLs: Self-management-Reflection Research-Information literacy Inquiry: Mathematical patterns and models can be expressed in an algebraic form whose rules may then be used to make predictions and problem solve. Assessment: MYP 1</p>
PHE	<p>Individual Pursuits Concepts: Development, Systems Global Context: Scientific and Technical Innovation. ATLs: Self-management-Organization Self-management-Affective Inquiry: Using technology we can understand the systems that enables and promotes effective movement. Assessment: Project based learning, Ai, Bi, Ciii, Diii</p>	<p>Net/Wall/Striking Games Concepts: Communication, Space Global Context: Orientation in Space and Time ATLs: Thinking-Critical-thinking Inquiry: Different forms of communication will impact my understanding and application of using space. Assessment: Communicating adaptation methods project. Aii, Bi, Cii, Di</p>

Semester 2

Subject	Units	
Mandarin Acquisition Emergent Level	Title: School Life (Facilities and Subjects) Concepts: Communities Global Context: Personal and Cultural Expression ATLs: Self-management Inquiry: Learning takes a whole community. Assessment: Listening Comprehension(A), Presentation(C), Reading(B) and writing(D)	Title: Food and Health (Nutrition) Concepts: Perspective, Purpose Global Context: Fairness and Development ATLs: Communication-Communication Inquiry: Food is a necessity of life. Assessment: Listening Comprehension(A), Presentation(C), Reading(B) and Brochure Writing(D)
Mandarin Acquisition Capable Level	Traditional Clothes Concepts: Culture, Message Global Context: Personal and Cultural Expression ATLs: Communication-Communication Inquiry: Each country has a meaningful traditional costume and there is a connection between the style and environment they live in. Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension	Animal Protection Concepts: Connections, Conventions Global Context: Globalization and Sustainability ATLs: Research-Information literacy Inquiry: Our impact on the animal habitats has an impact on us. Assessment: Descriptive writing, Presentation, Reading Comprehension.
Mandarin Acquisition Proficient Level	Title: Shadow Puppet Story Concepts: Culture, Purpose Global Context: Personal and cultural expression ATLs: Social-Collaboration Inquiry: shadow puppetry is a unique and effective way to convey a range of ideas and emotions to an audience Assessment: Descriptive writing(D), Visual Interpretation(C,D), Reading Comprehension(B), puppet show to elementary students (C,D)	Title: Animal Protection Concepts: Connections, Conventions Global Context: Personal and Cultural Expression ATLs: Research-Information literacy Inquiry: people can play an important role in creating an ideal and sustainable zoo Assessment: Descriptive writing(D), Presentation(C,D), Reading and Listening Comprehension(A,B,D)
French Acquisition	Title: My perfect house! Ma maison idéale ! Concept: identity, function, context Global Context: Personal and cultural expression ATLs: Communication-communication Thinking-critical thinking skills, creative thinking skills Social-collaboration Inquiry: The way we design and function in our homes is a reflection of our identity and the cultural context we are part of. Assessment: Tests A - B - Reading on a traditional house from a Francophone country C – Speaking : presentation of the house created D – Writing : Comparison of houses and reflexion on the house they created.	Title: Ma routine Concept: time, place and time - structure Global Context: Orientation in space and time ATLs: Communication – communication Thinking- critical thinking skills Inquiry: Our routines are shaped by time and place, and understanding their structure helps us make sense of how people live and organize their day. Assessment: Tests A- Listening :time and action B- Reading : routines C- Speaking : interview : who you are and what you do? D- Writing : routines

<p>Spanish Acquisition Emergent Level</p>	<p>Title: A Healthy Lifestyle Concepts: Communication, Conventions, Structure Global Context: Identities and Relationships ATLs: Social-Collaboration Skills Inquiry: We share our point of view on what a healthy life is with the purpose of having a happier and healthier and more balanced lifestyle. Assessment: Criteria A Listening comprehension Criteria B Reading comprehension about someone describing their unhealthy lifestyle. Criteria C Role-Play-Giving suggestions for a healthier lifestyle. Criterion D: Answer a friend’s letter Giving suggestions for a healthier lifestyle.</p>	<p>Title: Eating out Concepts: Culture, Context/ word choice Global Context: Personal and cultural expression (social construction of reality, philosophies and ways of life, belief system, ritual, and play) ATLs: Self-Management-Organization Inquiry: Culture influences our food choices. Assessment: Criteria A Listening comprehension; Criteria B Reading comprehension about a blog related to Spanish food traditions in Spain. Criteria C Speaking: Interactive dialogue “En un bar” or “En un restaurante”. Criterion D: Writing about their favorite Spanish dish.</p>
<p>English Acquisition Capable Level</p>	<p>Interesting Countries Concepts: Creativity, Meaning (Ph 2) and Idiom (Ph 3&4) Global Context: Personal and Cultural Expression (Lens: Languages and linguistic systems) ATLs: Research-Information literacy Inquiry: Language use creatively reflects a country’s cultural identity and literary heritage. Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); ISA (Criterion D), Talking about an idiom (Criterion C)</p>	<p>Esperanza Rising Concepts: Communication, Purpose and Audience Global Context: Identities and Relationships (Lens: Physical, psychological and social development) ATLs: Communication-Communication Inquiry: Esperanza’s story purposefully communicates to an audience the evolution of her identity and relationships. Assessment: 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>English Acquisition Proficient Level</p>	<p>Interesting Countries Concepts: Creativity, Idiom and Stylistic Choices Global Context: Personal and Cultural Expression (Lens: Languages and linguistic systems) ATLs: Research-Information literacy Inquiry: Language use creatively reflects a country’s cultural identity and literary heritage. Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); ISA (Criterion D), Talking about an idiom (Criterion C)</p>	<p>Esperanza Rising Concepts: Communication, Purpose and Audience Global Context: Identities and Relationships (Lens: Physical, psychological and social development) ATLs: Communication-Communication Inquiry: Esperanza’s story purposefully communicates to an audience the evolution of her identity and relationships. Assessment: 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	<p>Title: Shakespeare (Romeo and Juliet) Concepts: Form, Communication, Style, Setting Global Context: Personal and Cultural Expression ATLs: Communication-Communication Social Inquiry: The interplay of form, style, and setting deepens communication and creates meaning. Assessment: Freeze Frames (B, C, D), Scene Performance (C, D)</p>	<p>Title: Perspective in Advertising Key Concept: Perspective, Structure, Purpose Global Context: Identities and Relationships ATLs: Thinking- Creative Thinking Research- Media Literacy Inquiry: Examining perspective, structure, and purpose in advertising allows us to understand how our cultural values around food are communicated. Assessment: Ad Analysis (A, B); Ad Creation (C)</p>
Korean Language and Literature	<p>Title: Fantasy and reality: <i>Dragon Raza</i> Concepts: Connection, Setting, Character, Theme Global Context: Fairness and development ATLs: Social-Collaboration Self-management-Affective Inquiry: Fantasy genre implements special settings and characters to express its own theme that has a connection with the real world. Assessment: analytical writing(A,D), oral presentation(B,C,D), rhetorical writing(A,B,D)</p>	<p>Title: Historical background in stories: <i>Mong-sil Sister</i> Concepts: Connection, Context, Intertextuality Global Context: Personal and cultural expression ATLs: Communication-Communication Self-management-Organization Inquiry: Readers can appreciate literature works deeper with understanding historical backgrounds characters are experiencing. Assessment: individual research project(A,B,D), scenario writing(C,D)</p>
Mandarin Language and Literature	<p>Prose: Culture and Tradition Concepts: Culture, setting, style Global Context: Personal and cultural expression ATLs: Communication-Communication Inquiry: Reading a diverse variety of texts gives insight into Chinese culture and traditions, and a deeper understanding of the style of Chinese literature. Assessment: Prose writing about a festival celebrating experience (B, C, D), Comprehending and Analyze extracts of the texts. (A, B, D)</p>	<p>Poetry: Ancient Concepts: Creativity, self-expression, style Global Context: Personal and cultural expression ATLs: Social- collaboration Inquiry: Language is a vehicle for thought creativity, learning, reflection, and self-reflection. Assessment: Appreciation of the poems (A, B, D), Poetry rewrite (B, C, D)</p>
German Language and Literature	<p>Explore the world! Concept: Perspective, Point of View, Audience imperatives Global Context: Identities and relationships ATLs: Social-Collaboration Inquiry: The way we talk about the world shows the way we think about it. Assessment: Analysis, creative writing (A, B, C, D)</p>	<p>The role of different characters Concept: Connection, Point of View, Character Global Context: Fairness and development ATLs: Thinking-Creative-thinking Inquiry: How can the perspective in a story change its meaning? Assessment: Analytical essay Drama (A, B, C, D)</p>

Semester 2

Students rotate between Design units throughout the year and into the next grade level. They will complete one set of units per semester.

Subject	Units		
Design	<p>Title: BattleBots (Lego Robotics) Concepts: Systems, Function Global Context: Scientific and Technical Innovation ATLs: Thinking-Critical-thinking Inquiry: A range of systems need to work together for modern day robots to be able to achieve the complex tasks that they carry out in the technological society of today, calling on robotics engineers to be versed in both mechanical design concepts as well as digital technology skills. Assessment: Documented research portfolio (A, B, D); Coding Development (B, C); Robot construction & performance (C)</p>	<p>Title: Visual Voices (Comics and Film) Concepts: Communication, Culture Global Context: Personal & Cultural Expression ATLs: Thinking – Creative Thinking, Communication Inquiry: Effective visual storytelling serves as a powerful means of communication, allowing individuals to convey complex messages and emotions through design elements that enhance narrative clarity and audience engagement. Assessment: Visual story (A, B, C, D)</p>	<p>Title: SCISAC T-shirt Design Concept: Communication Global Context: Globalization and Sustainability ATLs: Communication - Visual Communication Inquiry: Students will design for a real client and think through how to design effectively in order to represent an event and inspire team spirit. Assessment:</p> <ul style="list-style-type: none"> Investigate: Research the significance of sports branding and analyze effective event t-shirt designs (Criterion A). Plan: Develop a concept for the t-shirt, including sketches, color schemes, and design elements that align with the event's theme (Criterion B). Construct: Create the t-shirt design digitally and produce a final prototype suitable for the sports competition (Criterion C). <p>Title: Microbit Pets for the Lonely Concept: Relationships Global Context: Identities & Relationships ATLs: Thinking-Creative-thinking Inquiry: How can technology simulate companionship? Assessment:</p> <ul style="list-style-type: none"> Research the emotional benefits of companionship and explore examples of digital or robotic pets (Criterion A). Plan: Design a concept for a micro:bit pet, including behaviors, interactions, and coding requirements (Criterion B). Construct: Program the micro:bit and build a functional prototype of the pet, incorporating design elements that enhance user interaction (Criterion C).

Semester 2

Students rotate between two arts, one each semester.

Subject	Units	
Music	Vocal Soloing Concepts: Identity, Expression, Style Global Context: Personal and cultural expression ATLs: Communication skills; Thinking skills Inquiry: The systems that contribute to one's ability to communicate can be categorized and independently adapted to express artistic identity Assessment: Audio recordings; investigative presentations	Music Systems Concepts: Communication, Innovation, Structure Global Context: Orientation in space and time ATLs: Research skills; Self-management skills Inquiry: The systems that govern the communication of musical ideas have evolved over centuries of consideration, experimentation, innovation and collaboration between musicians of all cultures and walks of life. Assessment: Audio recordings, process journals, investigative presentations
Drama	Characterization Concepts: Change, play, role, expression Global Context: identities and Relationships Inquiry: Effective character portrayal requires a creative and imaginative process of transformation Assessment: A presentation of a chosen character from one of the 3 genres: Commedia Dell'Arte, Melodrama. Realism.(B) Recording and reflecting /final evaluation (A,B.D)	
Visual Arts	The Guardians of our homes Concepts: Identity, Narrative Global Context: Identities and relationships ATLs: Self-Management-Organization Inquiry: Artists express their identities by examining diverse cultural perspectives. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	Still life Concepts: Aesthetics, Style Global Context: Orientation inn Space and Time ATLs: Thinking-Creative thinking Inquiry: Artistic styles can reflect the perception of beauty shared by people of a particular era and/or culture. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)