

Grade 8

Semester 1

Subject	Units	
Science	<p>Title: Matter, Matter Everywhere Concepts: Form, Models Global Context: Science and technological innovation ATL: Thinking-Critical-thinking Inquiry - Developing and making use of models of the atom is at the heart of chemistry; with those models we can explain the form of chemicals in our world and their interactions. Assessment: Criteria A - Test on 20 Elements, Reaction Recipe Research, Semester Exam Criteria D - Reaction Recipe Video</p>	<p>Title: Ripples of Energy Key Concept: Change, Transformation and Energy Global Context: Science and Technical Innovations ATL: Research-Information literacy Inquiry - Energy can be transferred and transformed and generated from a range of sources. Assessment: Criteria A – Sustainable Energy Diorama, Semester Exam. Criteria B - Ramps+Hypothesis, Semester Exam Criteria C - Ramps+Conclusion, Temperature+Graphing Skills and Semester Exam. Criteria D - Sustainable Energy Diorama</p>
Humanities	<p>Title: Urbanization Concepts: Time, Place, Space, Development, Disparity Global Context: Fairness & Development ATL - Research-Information literacy Inquiry: As urban environments develop, disparities become more apparent. Assessment: Profile of a Settlement (A,B,C); Urbanization (A,C); Challenges facing a city or Urbanization Investigation (B,D); Exam & Essay (A,B,D).</p>	<p>Title: Renaissance Concepts: Change, Causality Global Context: Orientation in Space and Time ATL - Research-Information literacy Inquiry: Cultural revolutions cause widespread and lasting changes across time and space. Assessment: Pre-Renaissance Presentation (A,B,C); City-state Promotion (C,D)</p>
Math	<p>Number Concept: Logic, Generalization, Representation, Simplification, System Global Context: Scientific and technical innovation ATLs: Thinking-Transfer Inquiry: Many major scientific and technological innovations rely on being able to describe incredibly large and incredibly small numbers with pinpoint accuracy. Assessment: A- Unit Test B- Exponent Properties Patterns</p>	<p>Geometry Concept: Form, Representation, Space, Measurement Global Context: Scientific and technical innovation ATLs Thinking-Critical-thinking Inquiry: Understanding the relationship between angles, polygons and three-dimensional shapes is crucial to architectural design and stability. Assessment: A- Unit Test B- Number of Solutions with Radicals C/D- Diagonals and Televisions</p>
PHE	<p>Invasion Games Concepts: Relationships, Function Global Context: Identities and Relationships ATLs: Social-Collaboration Inquiry: Groups function effectively when systems are in place to support positive collaboration. Assessment: Blooket+Seesaw.Multiple Choice/Open ended questions, Individual goal setting, analysis project. Aiii, Bi, Ci, Di</p>	<p>Movement + Aquatics Concepts: Refinement, Movement Global Context: Personal and Cultural Expression ATLs: Social-Collaboration Communication-Communication Inquiry: Developing and sharing personal understanding will enhance functional performance 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</p>

Semester 1

Subject	Units	
Mandarin Acquisition Emergent Level	Title: Family Concepts: Identity, Structure Global Context: Identities and Relationships ATLs: Communication-Communication Inquiry: Family members assume specific social roles. Assessment: Family Member Introduction C, Short dialogue A, Character construction D, Text Translation B	Title: Seasons & Weather Concepts: Time, place and space , Convention Global Context: Orientation in time and space ATLs: Communication-Communication Inquiry: Family members assume specific social roles. Assessment: Listening Comprehension(A), Weather Presentation(C), Reading(B,D), Letter writing(D)
Mandarin Acquisition Capable Level	Title: Balanced Lifestyle Concepts: Identity, Purpose Global Context: Identities and Relationships ATLs: Thinking-Critical-thinking Self-management-Organization Inquiry: A good plan will help us to maintain a balanced life. Assessment: Listening and reading comprehension on the topic of balanced lifestyle(A,B), Oral Presentation(C), Writing about different lifestyles(D)	Title: Shopping Concepts: Communication Global Context: Identities and Relationships ATLs: Communication-Communication Inquiry: It is wise to be a rational consumer. Assessment: Listening comprehension on shopping experience,(A) Oral Presentation(C), Reading and Writing tasks (B,D)
Mandarin Acquisition Proficient Level	Title: Balanced Life Concepts: Development Global Context: Identities and relationships ATLs: Communication-Communication Inquiry: Human behavior causes climate change which impacts on human life Assessment: Listening comprehension (A), Oral presentation (C), Reading and Writing (B&D).	Title: Nutrition and Food Concepts: Communication, Function Global Context: Fairness and Development ATLs: Research-Self management Inquiry: A healthy eating habit will help us wellbeing Assessment: Listening and writing comprehension(A), Oral Presentation(C), Reading and Writing (B&D).
French Acquisition	Title: Art, a way to express Concepts: Connections, message, meaning Global Context: Personal and cultural expressions ATLs: Communication-communication Research- Information literacy Inquiry: Art is way of communicating a message and interpreting a meaning in order to connect to self or another. Assessment: Semester Exams criteria A, B, C, D	Title:C'était mieux avant Concept: change, context, point of view Global Context: Orientation in space and time ATLs: Communication-communication Research – information literacy skills Inquiry:Understanding the messages conveyed through changes in context allows us to explore diverse points of view across generations. Assessment: A – Listening B – Reading about someone's memory C – Speaking : Vlog about experience D – writing : interview project
Spanish Acquisition Emergent Level	Title: My Daily Routine Concepts: Culture, Meaning Global Context: Personal and cultural expression ATLs: Thinking- Critical Thinking Inquiry: A balanced life gives meaning to our academic life 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), visual and spoken text on students' dream school: teachers, furniture, class schedules, etcetera (Criteria C, D)	Title: Let's have fun (Sport and leisure) Concepts: Communication, Purpose Global Context: Identities and relationships ATLs: Social-Collaboration Skills Inquiry: Sports and leisure are ways to communicate with others and expand our circle of relationships. Assessment: Criterion A-Written responses to questions based on an audiovisual/spoken source. Criterion B Reading comprehension about a balanced life; Criterion C: Speaking: Create a video to talk about favorite activities. Criterion D: Writing: Write an informational leaflet.

<p>English Acquisition Capable Level</p>	<p>Slam Poetry Concepts: Creativity, Conventions, Word Choice Global Context: Identities and relationships ATLs: Communication, Social-Collaboration Inquiry: Identity can be explored through creative uses of conventions and word choice. 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><i>The Breadwinner</i> by Deborah Ellis Concepts: Culture, Point of View Global Context: Orientation in Space and Time ATLs: Communication, Research-Media literacy Inquiry: Reading about another’s context and point of view can help us understand their culture and our own. Assessment: Afghan prison Listening Test (Criterion A - Listening); Breadwinner STEAL character analysis (Criterion B - Reading); Breadwinner character role-play (Criterion C - Speaking); Afghan Women Today Video Test (Criterion A – Listening);Taliban Takeover Reading Test (Criterion B – Reading); Eiffel Tower Reunion Writing Test (Criterion D- Writing)</p>
<p>English Acquisition Proficient Level</p>	<p>Heroes: Leaders or Celebrities? Concepts: Communication, Argument, Audience, Voice Global Context: Identities and Relationships (Lens: Roles and role models) ATLs: Communication-Communication Research-Information literacy Inquiry: The audience determines a hero’s identity. Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Persuasive essay (Criterion D), Hero presentations (Criterion C)</p>	<p>Overcoming challenges Concepts: Connection, Empathy and Point of view Global Context: Personal and Cultural Expression (Lens: Philosophies and ways of life, Belief systems) ATLs: Self-Management-Reflection Inquiry: Sharing how we overcome challenges is an aspect of personal expression that connects us to empathy. 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: Mystery and Suspense Concepts: Structure, Setting, Genre Global Context: Personal and Cultural Expression ATLs: Thinking-Creative-Thinking Critical-Thinking Inquiry: Critical literacy can be developed by analyzing the conventions and structure of a genre. Assessment: In-class Analysis (A, B, D); Story Extension (A, C)	Title: Creativity Concepts: Creativity, Style, Audience Imperatives Global Context: Personal and Cultural Expression ATLs: Communication-Communication Inquiry: Through the exploration of style and craft, creativity is developed, and audience is impacted. Assessment: Film Technique Analysis (A, D); Trailer Script (B, C, D); Trailer (B, C, D),
Korean Language and Literature	Title: Advertisement Concepts: Creativity, Audience Imperatives, Genres, Theme Global Context: Scientific and technical innovation ATLs: Thinking-Creative-thinking Inquiry: Students develop their creative skills to select more effective way to deliver their message by analyzing other advertisement mover clips Assessment: analysis presentation (A,B,D), analytical essay (A&B), ad movie clip creation (C&D)	Title: Responsibility facing fears Concepts: Connections, Context, Intertextuality, Purpose, Setting, Theme Global Context: Personal and cultural expression ATLs: Self-management-Reflection Inquiry: When we suffer from fears in a society, we can overcome the difficulties by taking responsibility as a member of society who empowered the powers. Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)
Mandarin Language and Literature	Expository Writing Concepts: Connections, Purpose, Structure Global Context: Globalization and sustainability ATLs: Research-Information literacy Inquiry: The culture of our community has an influence on our behaviors, beliefs and values. Assessment: Analytical writing, Creative writing, Debate (A, B, C, D)	Biography/Autobiography Concepts: Identity, Genres, Setting, Style Global Context: Identities and relationships ATLs: Thinking-Creative thinking Inquiry: Writers express themselves in a creative way based on their values, perceptions, relationships and cultural background. Assessment: Reading comprehension on chosen essays of this unit (A), Creative writing (B, C, D)
German Language and Literature	Is this a solution? - Argumentation Concept: Point of view, Purpose, Self-expression Global Context: globalization and sustainability ATLs: Communication-Communication Inquiry: Special language is used to express an opinion Assessment: Argumentative Essay (A, B, C, D)	Characters are unique! Jugendbuch Studie Concept: Connections, Character, Context Global Context: Orientation in time and space ATLs: Thinking-Transfer Inquiry: Characters in a story fulfill diverse roles and functions. Assessment: Analytical essay Prose (A, B, C, D)

Semester 1

Students rotate between Design units throughout the year. 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 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: Aspects of vocal production for singing can be categorized and individually controlled in order to maximize the expressive impact of songs, and certain genetic voice types can be particularly well suited to specific styles, ranges and genres of music. Assessment: Audio recordings; investigative presentations	Music Systems Key Concept: Communication, Innovation, Structure Global Context: Orientation in space and time ATLs: Research skills; Self-management skills Inquiry: The systems that govern the communicating 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	Theatre for Change Concepts: Change, Audience Global Context: Identities and relationships Inquiry: Theatre can create positive change in individuals and societies. Assessment: Scene Outline, Performance of a piece of Forum Theatre, Final Evaluation (A,B,C,D)	Theatre in place and time Concepts: Aesthetics, Genre, expression Global Context: Personal and cultural expression Inquiry: The Arts form an integral part of a country's culture, belief system and identity. Assessment: Performance based on a chosen theatre tradition, Final Evaluation (A,B,C,D)
Visual Arts	Food Culture Appreciation Concepts: Communication, Composition Global Context: Personal & Cultural Expression ATLs: Communication-Communication Inquiry: Art can lead to understanding & appreciation of cultural variety (similarities/differences) through communication & composition. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	Changes in Our Lives Concepts: Change, Narrative Global Context: Orientation in Space & Time ATLs: Social-Collaboration Inquiry: Art is an excellent vehicle for telling personal stories that change over time. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)

Grade 8

Semester 2

Semester 2		
Subject	Units	
Science	<p>Title: Ecology Concepts: Systems, Balance Global Context: Conservation ATL: Communication-Communication Inquiry: A lack of balance in the different parts of a biological system leads to a change. Assessment: Criteria A – Test on photosynthesis and transpiration. Criteria A – Semester Exam Criteria B – Designing a lab about the impact of light intensity on rate of photosynthesis. Criteria C – Analyzing data about the impact of light intensity on rate of photosynthesis.</p>	<p>Title: Colonizing Mars Concepts: Systems, Environment, Innovation Global Context: Globalization and sustainability ATL: Self-Management, Affective Inquiry: Human innovation and scientific understanding influence how we adapt to and shape environments to meet our needs. Assessment: Criteria A - Justification, with data and evidence, for their solution. Criteria B – Proof of Concept for their solution. Criteria C – Proof of Concept for their solution. Criteria D - Explanations of how different factors interact with their solution.</p>
Humanities	<p>Title: Discovery Concepts: Global Interactions, Innovation, Resources Global Context: Scientific and Technical Innovation ATLs: Communication-Communication skills Inquiry: Resources influence human innovation, which contribute to positive and negative global interactions. Assessment: Age of Discovery –Explorer (C, D);</p>	<p>Title: Colonizing Mars Concepts: Systems, Governance Global Context: Fairness and Development ATL - Social-Collaboration Inquiry: Human systems of governance and resource management are essential for establishing sustainable societies in new environments. Assessment: Mars Genesis Project: develop a founding document for a Mars society (B, C, D)</p>
Math	<p>Data & Statistics Concept: Form, Pattern & Representation Global Context: Scientific and technical innovation ATLs: Communication-Communication 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: C/D- Data Exploration</p>	<p>Algebra Concept: Relationships, Change, Model, Pattern, Representation Global Context: Identity & relationships ATLs: Self-Management-Reflection Inquiry: We can use algebraic representations, mathematical sentences using numbers and letters, to create models that help us solve real-life problems. Assessment: A- Unit Test B- Slope Patterns B- Types of Solutions C/D- Linear Models C/D- Linear Systems</p>
PHE	<p>Individual Pursuits Concepts: Development, Balance Global Context: Scientific and Technical Innovation ATLs: Self-management-Reflection Thinking-Critical-thinking Inquiry: The development of technology enables us to make balanced choices in activities that provide suitable challenges for personal growth. Assessment: Project based learning, Ai, Bi, Ciii, Diii</p>	<p>Net/Wall/Striking Games Concepts: Communication, Refinement Global Context: Orientation in Space and Time ATLs: Social-Collaboration Inquiry: Refining my movement will help me to share my personal success through different modes of communication. Assessment Communicating refinement needs and comparison/development project. Aii, Bi Cii, Di</p>

Semester 2

Subject	Units	
Mandarin Acquisition Emergent Level	Title: School Life Concepts: Communication , Conventions Global Context: Personal and Cultural Expression ATLs: Communication-Communication Inquiry: Learning takes a whole community. Assessment: Listening Comprehension(A), Interaction with local school(C), Reading(B), Brochure(D)	Title: Healthy Eating Concepts: Culture, Function Global Context: Fairness and Development ATLs: Communication-Communication Inquiry: Food is a necessity of life. Assessment: Listening Comprehension(A), Presentation(C), Reading(B). Poster about Healthy eating(D)
Mandarin Acquisition Capable Level	Title: Human Geography Concepts: Time, Place and Space Global Context: Globalization and Sustainability ATL: Research-Information literacy Inquiry: Human behavior causes climate change which impacts on human life Assessment: Listening comprehension, Oral presentation, Reading and Writing (A,B,C,D)	Title: Protecting the Environment Concepts: Communities, Function Global Context: Globalization and Sustainability ATL: Thinking-Critical-thinking Self-management-Reflection Inquiry: A good environment is a balance of human creation and natural environment and will therefore create a green world. Assessment: Writing response and Listening comprehension on dialogues about environment (A,D) , Oral Presentation, Reading task on the same topics (A, B)
Mandarin Acquisition Proficient Level	Title: Human Geography Concepts: Time, place and space Global Context: Globalization and sustainability ATLs: Communication-Communication Inquiry: Human behavior causes climate change which impacts on human life Assessment: Listening comprehension(A), Oral presentation(C), Reading and Writing (B&D)	Title: Environment Concepts: Communities Global Context: Globalization and Sustainability ATLs: Reflective Inquiry: A good environment is a balance of human creation and natural environment and will therefore create a green world. Assessment: Listening comprehension(A), Oral presentation(C), Reading and Writing (B&D)
French Acquisition	Title: Carnet de voyage d'un globetrotteur Concept: communities, purpose, point of view Global Context: Globalization and Sustainability (diversity & interconnections) ATLs: thinking-transfer Research-Media literacy skills Social-collaboration Inquiry: Inquiry: Understanding communities from various points of view helps us communicate purposefully and connect with others across the globe. Assessment: Tests A – Listening of an asynchronous interview B – Reading of a post card about holidays activities. C – Speaking : presentation of their trip D – Writing : trip journal	Title: Dilili à Paris Concept: Identity, context, message Global Context: Personal and Cultural Expression ATLs: Communication, thinking Inquiry: Artistic expression conveys powerful messages about identity, challenging societal norms and shaping audience perceptions across specific historical and cultural contexts. Assessment: A-Listening B- Reading of a biography of a character from la Belle Epoque C- Speaking : interview about identities and representations D – Writing : Creative writing or Biographie.

<p>Spanish Acquisition Emergent Level</p>	<p>Title: Social Media & Technology Usage Concepts: Communication, Audience, Function Global Context: Scientific and Technical Innovation ATLs: Research-Media Literacy Skills Inquiry: New technology helps us to communicate with different audiences and enables us to learn. Assessment: Criterion A-Written responses to questions based on an audiovisual/spoken source. Criterion B Reading comprehension about online tools; Criterion C: Speaking: Interview about learning languages online. Criterion D: Writing: Write a blog about the influence of the internet in people’s communication.</p>	<p>Title: Let’s Travel Concepts: Context, Meaning, Creativity Global Context: Orientation in Space & Time. ATLs: Thinking and Research Skills Inquiry: The information we create and communicate about trips has a meaning which varies in different contexts. 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 about a trip. Criterion D: Writing: Write a blog about the experiences during a trip to a Spanish-speaking culture.</p>
<p>English Acquisition Capable Level</p>	<p>Title: The Ethics of Travel Concepts: Connections, Empathy Global Context: Fairness and Development ATLs: Thinking-Creative-thinking Inquiry: Travel can enrich our lives, but it is important to be aware of ethical issues related to traveling. 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>Title: Shakespeare Concepts: Culture, Meaning Global Context: Personal and cultural Expression ATLs: Communication Self-management-Organization Inquiry: Identity can be explored through creative uses of conventions and word choice. 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>What’s the story? Concepts: Culture, Context, Theme Global Context: Orientation in Space and Time (Lens: Constraints and adaptation) ATLs: Thinking-Critical-thinking Thinking-Creative-thinking Inquiry: Stories are a cultural reference for the reader across space and time. 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), Similarities and differences between the book “Wonder” and the film (Criterion C)</p>	<p>Friendship Key concepts: Communities, Purpose, Inference Global Context: Fairness and Development (Lens: Difference and Inclusion) ATLs: Communication-Communication Social-Collaboration Inquiry: The purpose of friendship is to foster inclusive communities. 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	Title: Novel Study (Of Mice and Men) Key Concept: Connections, Context, Theme, Character Global Context: Fairness and Development ATLs: Communication-Communication Research-Information Literacy Inquiry: Stories of social justice with strong themes and characters build connections across time and context; they help us recognize differences and advocate for fairness. Assessment: Presentation (B, C, D); Theme, Character, or Context Choice (A, B)	Title: Power of Persuasion Key Concept: Intertextuality, Style, Purpose, Self-Expression Global Context: Personal and Cultural Expression ATLs: Thinking- Creative Thinking Communication-Communication SOI: Purposeful connections through persuasive style allow us to explore our beliefs and values. Assessment: Persuasive Visual (C); Comparative Persuasion (A, D)
Korean Language and Literature	Title: How to deal with conflicts-NVC Concepts: Communication, Character, Point of view, Purpose, Self-expression, Style Global Context: Identities and relationships ATLs: Self-management-Affective Inquiry: We can understand human nature and develop relationship by learning Nonviolent Communication (NVC) Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)	Title: Dualism - Eastern Vice vs. Human Nature Concepts: Perspctive, Genres, Intertextuality, Self-expression, Setting, Structure Global Context: Orientation in time and space ATLs: Research-Media literacy Inquiry: Understanding the nature of dual personality helps us understand conflicts between characters Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)
Mandarin Language and Literature	Modern Prose Concepts: Communities, context, Intertextuality, Theme Global Context: Personal and cultural expression ATLs: Communication-Communication Inquiry: Identity can be explored through creative uses of conventions and word choice. Assessment: Creative writing on given topics (B, C, D), Analytical writing on chosen essays of this unit (A, B, D)	Poetry (Modern & Classic) Concepts: Creativity, Genres, Structure, Theme Global Context: Identities and relationships ATLs: Social- collaboration Inquiry: Reading about another's context and point of view can help us understand their culture and our own. Assessment: Creative writing on given topics (B, C, D), Reading comprehension on chosen poems of this unit (A)
German Language and Literature	What makes a good story? Drama Concept: Communication, Setting, Genre Global Context: Personal and cultural expression. ATLs: Self-Management-Reflection Inquiry: How does Friedrich Schiller's drama "Wilhelm Tell" provide insight into the ways in which individuals' perspectives are shaped by their historical, cultural, and geographical contexts, and how these perspectives can influence their actions in significant ways? Assessment: Analytical essay Drama (A, B, C, D)	Megacities - Poetry Concept: Creativity, Self-expression, Style Global Context: Globalization and sustainability ATLs: Research-Media literacy Inquiry: The perspective on cities has changed over time due to globalization, which is also reflected in the language. Assessment: Analytical essay Lyric (A, B, C, D)

Semester 2

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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: Aspects of vocal production for singing can be categorized and individually controlled in order to maximize the expressive impact of songs, and certain genetic voice types can be particularly well suited to specific styles, ranges and genres of music. Assessment: Audio recordings; investigative presentations	Music Systems Key Concept: Communication, Innovation, Structure Global Context: Orientation in space and time ATLs: Research skills; Self-management skills Inquiry: The systems that govern the communicating 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	Theatre for Change Concepts: Change, Audience Global Context: Identities and relationships Inquiry: Theatre can create positive change in individuals and societies. Assessment: Scene Outline, Performance of a piece of Forum Theatre, Final Evaluation (A,B,C,D)	Theatre in place and time Concepts: Aesthetics, Genre, expression Global Context: Personal and cultural expression Inquiry: The Arts form an integral part of a country's culture, belief system and identity. Assessment: Performance based on a chosen theatre tradition, Final Evaluation (A,B,C,D)
Visual Arts	Food Culture Appreciation Concepts: Communication, Composition Global Context: Personal & Cultural Expression ATLs: Communication-Communication Inquiry: Art can lead to understanding & appreciation of cultural variety (similarities/differences) through communication & composition. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	Changes in Our Lives Concepts: Change, Narrative Global Context: Orientation in Space & Time ATLs: Social-Collaboration Inquiry: Art is an excellent vehicle for telling personal stories that change over time. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)