

Grade 9

Semester 1

Semester 1		
Subject	Units	
Science	<p>Title: Biological Systems Concepts: Change, Environment, Interaction Global Context: Scientific and Technological Innovation ATL: Social-Collaboration Inquiry: A change to a system will affect the systems they are a part of and the systems that they are made up of, these changes can have health and environmental impacts. Assessment: A: Biology test, B/C: Lab Report on Reaction Times, D: Treatment/cure/remedy to a body system disorder.</p>	<p>Title: Chemistry of Change Concepts: Change, Energy, Models, Patterns, Transformation Global Context: Scientific and Technological Innovation ATL: Self-Management-Organization Inquiry: Chemistry is the study of change. Chemical reactions involve changes in the arrangement of atoms within a substance, the bonds holding them together, and the amount of energy stored within them. Assessment: A: Chemistry Test, B/C: Lab Report on Dissolving Salt, D: Applications of pH.</p>
Humanities	<p>Title: Population Concepts: Development, Choice and Resources Global Context: Fairness and Development ATLs: Research-Information literacy Inquiry: Population growth accelerates the pace of change. Assessments: Population Distribution (A, C), Population Social Media Task (A, B, C, D)</p>	<p>Title: Revolutions Concepts: Change, Innovation and Revolution Global Context: Personal and Cultural expression ATLs: Thinking-Critical-thinking Inquiry: Societies can adopt, adapt or resist significant ideas. Assessment: Absolutism – life in France (A,B,C); Pecha Kucha – Enlightenment figure (B, D)</p>
Math Standard	<p>Coordinate Geometry: "Line Dancing" Concepts: Relationships, Change, Representation, Global Context: Scientific and technical innovation ATLs: Self-Management-Reflection Inquiry: We can represent relationships between two variables on a set of axes... Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question</p>	<p>Statistics: "Crunching the Numbers" Concepts: Connections and Relationships, Generalization, Equivalence, Identities and Relationships Global Context: Scientific and technical innovation ATLs: Thinking-Transfer Inquiry: We can use measurement to collect data and create a logical pattern to inform us on the development of people, countries and other items. Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question</p>
Math Extended	<p>Linear Function: "Walking the Line" Concepts: Relationships, Change, Equivalence Representation Global Context: Scientific and Technical Innovation ATLs: Communication-Communication Social-Collaboration Self-management-Organization Inquiry: The relationship between two locations in space and the understanding of how to represent this relationship is key to many fields of study. Assessments: A: Unit Test C/D: Linear Programming</p>	<p>Quadratics Concepts: Relationships, Change, Model, Representation Global Context: Scientific and Technical Innovation ATLs: Thinking-Critical-thinking Inquiry: The change in the use of natural resources over time can be modelled using non-linear functions. Assessments: A: Unit quiz/test B/C/D: Patterns in Graphing parabolas and Quadratics in Real Life</p>

<p>PHE</p>	<p>Invasion Games Concepts: Relationships, Interaction Global Context: Identities and Relationships ATLs: Social-Collaboration Communication-Communication Inquiry: Positive Interactions are the basis for all relationships to develop and grow effectively. Assessment: Blooket+Seesaw/Multiple Choice/Open ended questions, Individual goal setting, analysis project. Aiii, Bi, Ci, Di</p>	<p>Movement + Aquatics Concepts: Change, Movement Global: Personal and Cultural Expression ATLs: Social-Collaboration Thinking-Critical Thinking Inquiry: Change is essential to share and apply personal movement patterns through different cultural exchanges. Assessment: Physical/conceptual Literacy challenge, group movement project/coaching, stroke identification and analysis, reflective practices, Ai, Bii, Ci, Cii, Di, Dii</p>
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Semester 1

Subject	Units	
Mandarin Acquisition Emergent Level	Title: My Family and Me (Personal Appearances) Concepts: Identity Related Concept: Structure Global Context: Identities and Relationships ATLs: Communication-Communication Inquiry: Family members assume specific social roles. Assessment: Listening Comprehension, Presentation, Reading and Descriptive writing	Title: Seasons and Weather (Clothes) Concepts: Connections Related Concept: Form Global Context: Personal and Cultural Expression ATLs: Self-management Inquiry: People dress according to personal needs and cultural norms. Assessment: Listening Comprehension, Presentation, Reading and Descriptive writing
Mandarin Acquisition Capable Level	Title: Responsible Tourist Concepts: Culture Related Concept: Function, Purpose Global Context: Globalization and sustainability ATL: Self-Management-Organization Self-management-Affective Inquiry: Tourism can help raise our responsibility towards the natural environment and gives us an insight into cultural differences. Assessment: Listening Comprehension (A), Oral Presentation(C), Reading Comprehension(B), Essay Writing(D)	Title: Financial Management Concepts: Connections Related Concept: Point of view Global Context: Identities and Relationships ATL: Thinking-Critical-thinking Inquiry: Finance management plays an important role and effect the balance of our life. Assessment: Listening Comprehension(A), Oral Presentation(C), Reading Comprehension(B), Essay Writing(D)
Mandarin Acquisition Proficient Level	Title: Balanced Life Concepts: Development Related Concept: Purpose 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: Shopping with Tech Concepts: Communication Related Concept: Purpose Global Context: Identities and relationships ATLs: Thinkers and Researchers Inquiry: It is wise to be a rational consumer. Assessment: Listening comprehension(A), Oral presentation(C), Reading and Writing (B&D)
French Acquisition	Title: A Francophone Fashion Key Concept: aesthetics, context, point of view Global Context: Personal and cultural expressions ATLs: self-management-organization Research – information literacy Inquiry: Aesthetics is a cultural perception that may differ through different contexts and point of view. Assessment: Tests criteria A, B, C, D	Title: Protect my planet Concepts: Change, empathy, message Global Context: Globalization and sustainability ATLs: Social-collaboration Thinking-critical thinking Inquiry: Demonstrating empathy and understanding the surrounding environment's changes helps sharing a common purpose in resolving and defending a sustainable planet. Assessment: Semester exams criteria A, B, C, D
Spanish Acquisition Capable Level	Title: Social Relationships and Friendship Concepts: Connections, Empathy Global Context: Identities and (relationships) ATLs: Social-Collaboration Skills Inquiry: Language is a powerful tool to show empathy to our beloved ones and create	Title: Mi casa, tu casa (Family Relationships & Types of Families) Concepts: Communication, Conventions Global Context: Fairness and Development ATLs: Research-Media Literacy Skills Inquiry: Social conventions help us build more solid coexistence within our family and school

	<p>connections with other</p> <p>Assessment: Written responses to questions based on an audiovisual source (Criterion A); written responses to questions based on a written and visual text (criterion B); audiovisual text describing relationships with others-Criterion C. Description of their personality and relationship with others- Criterion D.</p>	<p>environment.</p> <p>Assessment: Criterion A: Written responses to questions based on an audiovisual source. Written responses to questions based on a written and visual text (criterion B) Criterion C: Speaking test: giving suggestions to resolve family conflicts. Criterion D: Writing: Write a blog about experiences living with a family in a Hispanic country.</p>
<p>English Acquisition Capable Level</p>	<p>Title: What's News?</p> <p>Concepts: Communication, Structure</p> <p>Global Context: Globalization and Sustainability</p> <p>ATLs: Communication-Communication</p> <p>Self-management-Organization</p> <p>Inquiry: News articles can be structured to communicate societal, natural, and human events in a clear manner.</p> <p>Assessment: Reading Comprehension Tests (B), Video Comprehension Tests (A), Writing News Articles (D), Oral Presentations (C)</p>	<p>Technology Addiction (<i>Disconnect</i> by Lois Peterson)</p> <p>Concepts: Communication, Resources</p> <p>Global Context: Fairness and Development</p> <p>ATLs: Communication-Communication</p> <p>Thinking-Critical-thinking</p> <p>Inquiry: Additions to technology can harm others as well as ourselves.</p> <p>Assessment: Chapter summaries (D), Disconnect Reading Test (Criterion B – Reading); Disconnect Individual Speaking Test (Criterion C – Speaking); Technology Addiction Research and Reflection (Criterion D – Writing)</p>
<p>English Acquisition Proficient Level</p>	<p>Then and Now</p> <p>Concepts: Connection, Empathy, Point of View</p> <p>Global Context: Orientation in Space and Time (Lens: Exchange and Interaction)</p> <p>ATLs: Self-Management-Reflection</p> <p>Social-Collaboration</p> <p>Inquiry: Teenagers can empathically connect across time and space.</p> <p>Assessments: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Narrative essay based on a family member interview (Criterion D), Compare and Contrast presentations (Criterion C)</p>	<p>Colonizing Mars</p> <p>Concepts: Creativity, Purpose, Stylistic Choices</p> <p>Global Context: Scientific and Technical Innovation (Lens: Adaptation, Ingenuity and progress, Opportunity, Risk)</p> <p>ATLs: Thinking-Critical-thinking</p> <p>Thinking-Creative-thinking</p> <p>Inquiry: Human ambition, innovation and creativity invite exploration and colonization.</p> <p>Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B); Expository essay (Criterion D), Expository conversation based on visual (Criterion C)</p>

Semester 1

Subject	Units	
English Language and Literature	<p>Title: Manipulating Minds: A Closer Look at the Art and Impact of Propaganda Concepts: Perspective, Self-Expression, Audience Imperative Global Context: Fairness and Development ATLs: Communication-Communication Inquiry: Authors create engaging short stories by crafting round characters. Biased self-expression through manipulation can develop and change perspectives. Assessment: Propaganda Campaign (B, C, D), TED Talk (B, C, D)</p>	<p>Title: Writing the Rules: They Called Us Enemy Concepts: Connection, Context, Genre, Structure Global Context: Fairness and Development ATLs: Thinking- Critical Thinking Inquiry: Biased self-expression through manipulation can develop and change perspectives. Assessment: Unseen Text Analysis (A, D), Literary Essay (A, B, D), Oral Reflection (C)</p>
Korean Language and Literature	<p>Title: Character analysis and creation using MBTI Concepts: Creativity, Character, Context, Setting Global Context: Identities and relationships ATLs: Thinking-Creative-thinking Inquiry: Character can be described by MBTI in a more realistic way, and it is a useful tool to create a character. Assessment: analysis presentation (A,B,D), analytical essay (A&B), character creation and story modification (C&D)</p>	<p>Title: Emotion expression in different genres Concepts: Connections, Audience Imperatives, Genres, Intertextuality, Purpose Global Context: Personal and cultural expression ATLs: Self-management-Affectiv Inquiry: As an author we use different genres to express our thoughts and emotions effectively. Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)</p>
Mandarin Language and Literature	<p>Title: Short Stories in Translation Concepts: Perspective, Character, Style Global Context: Fairness and development ATLs: Research-Information literacy Inquiry: Texts give readers insight into both their own perspective and that of others. Assessment: Character & Style Analysis (A, B, D); Short Story Creation (B, C, D)</p>	<p>Title: Speech Concepts: Communication, Audience Imperatives, Point of view, Structure Global Context: Fairness and development ATLs: Communication-Speaking Techniques Inquiry: Argument is a specific type communication onto itself. Assessment: Speech Script Analysis (A, B, D); Speech & Debate-Oral (B, C, D)</p>
German Language and Literature	<p>The power of communication Concept: Perspective, Audience Imperatives, point of view Global Context: globalization and sustainability ATLs: Research-Information literacy Inquiry: Critical thinkers can communicate their point of view and imply audience imperatives to persuade the audience. Assessment: Argumentative writing (A, B, C, D)</p>	<p>Language changes over time Concept: Connections, Time, place and space, Style Global Context: Orientation in space and time ATLs: Communication-Communication Inquiry: There is a connection between setting and style of a written piece and time and place. Assessment: Analytical essay Prose (A, B, C, D)</p>

Semester 1

Students complete one Design block per semester, completing the third block the next year.

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

Semester 1

Students rotate between design science teachers, completing a total of three units a year.

Subject	Units		
Design Science	<p>Title: Computer-Controlled Greenhouse Concepts: Systems Global Context: Scientific and Technical Innovation ATLs: Thinking and Self-management Inquiry: Students will explore the components of a smart farming system, learning how devices like moisture sensors, water pumps, and lighting systems can work together to create an efficient and sustainable system. They will investigate how systems and technology enhance sustainability in agriculture and consider how these tools can address real-world farming challenges. Through this process, students will debate whether technology is always the best solution to agricultural problems and reflect on the balance between innovation and practicality in solving such issues. Assessment Criterion A</p> <ul style="list-style-type: none"> Research on plant requirements and smart farming technologies. Explanation of specific problems a smart farm can address. <p>Criterion B</p> <ul style="list-style-type: none"> Initial sketches and design for the smart farm system. Design specification outlining technical requirements. <p>Criterion C:</p> <ul style="list-style-type: none"> Smart farm prototype, including moisture sensor, water pump, and lighting system. Code for the Arduino system. <p>Criterion D:</p> <ul style="list-style-type: none"> Design portfolio documenting the design process, challenges, and solutions. <p>Oral presentation demonstrating the functionality of the system and explaining design choices</p>	<p>Title: Co2 Dragsters Concepts: Development Global Context: Orientation in Space and Time ATLs: Thinking and Self-management Inquiry: Students will investigate the principles of aerodynamics and how they affect vehicle design, focusing on how form and function work together to create high-performance CO2 dragsters. They will research the science behind drag reduction techniques and apply these concepts to their designs, using CAD software to refine and test their ideas. Throughout the unit, students will reflect on the balance between speed and efficiency, debating whether racing vehicles should prioritize performance or sustainability. Assessment Criterion A</p> <ul style="list-style-type: none"> Research report on drag reduction techniques and aerodynamics. Explanation of how aerodynamics influences speed and performance. <p>Criterion B</p> <ul style="list-style-type: none"> CAD sketches and initial design iterations for the dragster. Design specification outlining performance goals and material choices. <p>Criterion C</p> <ul style="list-style-type: none"> Final CO2 dragster prototype. Testing and refinement of design based on performance data. <p>Criterion D</p> <ul style="list-style-type: none"> Design portfolio including CAD designs, testing data, and reflections on the process. Race performance analysis and reflection on how design choices impacted results. 	<p>Title: Food Science Concepts: Systems, Function, Composition, Interactions Global Context: Scientific and technical innovation ATLs: Communication and Research Inquiry: Explore the concepts of food science, focusing on preservation methods and the science of nutrients in relation to health. Students will develop skills to design and carry out scientific experiments, while learning to analyze, validate, and evaluate their findings. They will utilize statistics, factual data, and information from reputable sources to justify their claims in their research. Additionally, students will examine the diverse cultures of the world to understand the significant impact that food has had on the history and cultural practices of different regions. This multifaceted inquiry emphasizes the interplay between food science, health, and cultural history, fostering a deeper appreciation for the role of food in society and its implications for human nutrition and well-being. Assessment: Criterion AD – Micronutrients Research, Fitness Goal Recipe benefits, Cultural Foods Criterion B – Preservation Methods, Pickling Methods, Food Science Exploration Criterion C – Food Science Exploration, Technical Skills</p>

Semester 1

Subject	Units	
Music	Loops, Chords and Forming a Band: Loops Concepts: Communication, Play Global Context: Identities and Relationships ATLs: Communication skills; Self-management skills Inquiry: Playing music, as a universal language, enables the communication of emotions, stories, and cultural identities. Assessment: Audio recordings, video recordings, written submissions. A (Investigating), B (Developing), C (Creating/Performing), D (Evaluating).	Loops, Chords and Forming a Band: Chords Concepts: Communication, Play Global Context: Identities and Relationships ATLs: Communication skills; Self-management skills Inquiry: Playing music, as a universal language, enables the communication of emotions, stories, and cultural identities. Assessment: Audio recordings, video recordings, written submissions. A (Investigating), B (Developing), C (Creating/Performing), D (Evaluating).
Drama	Theatre Styles: Dramatic Genres. Concepts: Form, Genre, Structure Global Context: Orientation in space and time Inquiry: Creating effective drama relies on a detailed awareness of form, genre and structure Assessment: Process Journal.(A,B) Final Evaluation.(D) Scene Outline,(A,B) Final Devised performance(C)	Theatre Styles: Physical Theatre and Masks Concepts: Communication, Expression, Interpretation, Global Context: personal expression Inquiry: Physical expression is an important and powerful form of communication and storytelling Assessment: Journal Work,(A,B,D) Performance using masks, (C)Performance using Physical Theatre conventions,(C) Written review of Techniques (A)
Visual Arts	Make a Mark Concepts: Communication, Presentation Global Context: Globalization & Sustainability, Fairness & Development ATLs: Research-Information literacy Inquiry: A well-presented visual message has the potential for global influence and can be a vehicle for change. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	The Pursuit of Beauty Concepts: Aesthetics, Visual Culture Global Context: Personal & Cultural Expression ATLs: Self-management-Reflection Inquiry: The notion of beauty in art is often influenced by culture, beliefs and values. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)

Grade 9

Semester 2

Semester 2			
Subject	Units		
Science	Title: Physics - Energy Concepts: Change, Energy, Environment, Transformation, Movement Global Context: Scientific and Technological Innovation ATL: Thinking-Critical-thinking Inquiry: Energy transfer through mediums and transformation to different forms of energy, the transfer and transformation of energy can be explained using models. Assessment: A: Physics Test B/C: Lab Report on Acceleration D: Objects/Tools/Machines/Materials which operate by means of an energy transformation.	Title: Science Fair Concepts: Logic / Communication, Evidence, Patterns Global Context: Scientific and Technological Innovation ATL: Research-Media literacy Inquiry: Interests and technology can be explored and communicated using the scientific method, patterns can be interpreted, and evidence can be found to support your findings Assessment: A: Science Fair – Scientific Reasoning, B/C: Personal Scientific Investigation, D: Applications of their Scientific Investigation	
Humanities	Title: Conflict Concepts: Global Interactions, Conflict, Perspective Global Context: Globalization and sustainability ATLs: Thinking-Transfer Inquiry: Conflict is essential and inevitable Assessment: WW1 Debate (A, B), Exam (A, C, D)	Title: Innovation and Change Concepts: Change, process, innovation Global Context: scientific and technical innovation ATLs: Thinking-Creative-thinking Inquiry: Globalization and technological innovation change the processes by which people interact with the world. Assessment: Invention Convention (A, B, C, D)	
Math Standard	Trigonometry: "SOHCAHTOA!" Concepts: Form and Relationships, Generalization, Equivalence Global Context: Scientific and technical innovation ATLs: Thinking-Critical-thinking Inquiry: Triangles are everywhere. The relationships between side lengths and angles in a triangle can be used to solve problems. Did Pythagoras help create GPS? Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question	Quadratics: "The X Factor" Concepts: Form and Relationships, Generalization, Equivalence, Model, Representation, Global Context: Scientific and technical innovation ATLs: Thinking – creative thinking Inquiry: Parabolas exist in the real world... Assessments: Criterion A: Unit test Criterion B/C: Desmos Task Criterion C/D: Application Question	Financial Mathematics: "Counting the Cost" Concepts: Relationships, Equivalence, Quantity, Representation. Global Context: Globalization and Sustainability ATLs: Communication-Communication Inquiry: Mathematics is needed to make sense of the financial world.... Assessments: Criterion A: Semester Exam
Math Extended	Exponents, Rationals and Radicals Concepts: Relationships, Equivalence, Representation, Simplification Global Context: Scientific and Technical Innovation ATLs: Communication-Communication	Trigonometry Concepts: Relationships, Time, Place and Space, Measurement, Representation, Space Global Context: Scientific and Technical Innovation ATLs:	Statistics Concepts: Relationships, Equivalence, Quantity, Representation Global Context: Globalization and Sustainability ATLs: Research-Information literacy

	<p>Self-management-Organization Inquiry: The ability to simplify expressions and determine relationships through equivalence makes technical innovation easier. Assessments: A: Unit Test B/C: Pattern recognition in nested radicals B: Asymptote Patterns</p>	<p>Communication-Communication Inquiry: Our understanding of triangular representation and relationships allows for modern communication. Assessments: A: Unit quiz/test B: Periodic Graphs C/D: Right-triangle trigonometry in real life</p>	<p>Inquiry: Mathematics is needed to make sense of data and the world. Assessments: C/D: Application task</p>
PHE	<p>Individual Pursuits Concepts: Development, Adaptation, Movement Global Context: Scientific and Technical Innovation ATLs: Self-management-Organization Self-management-Reflection Inquiry: Effective use of technology has improved opportunities for all to adapt, develop and maximize movement patterns. Assessment: Project based learning Ai, Bi, Ciii Diii</p>	<p>Net/Wall/Striking Games Concepts: Communication, Choice, Systems Global Context: Fairness and Development ATLs: Communication-Communication Thinking-Critical-thinking Inquiry: Communicate and demonstrate different organizational systems that are essential to structure and develop positive interactions. Assessment: Communicating Analysis and comparison/development project. Aii, Bi, Cii, Dii</p>	

Semester 2

Subject	Units	
Mandarin Acquisition Emergent Level	Title: School Life (Facilities and Subjects) Concepts: Communities Related Concept: Conventions Global Context: Personal and Cultural Expression ATLs: Self-management-risk-taking Inquiry: Learning takes a whole community. Assessment: Listening Comprehension, Presentation, Reading and Descriptive writing	Title: Food and Health (Nutrition) Concepts: Perspective Related Concept: Purpose Global Context: Fairness and Development ATLs: Reflective Inquiry: Food is a necessity of life. Assessment: Listening Comprehension, Presentation, Reading and Descriptive writing
Mandarin Acquisition Capable Level	Title: Festivals & Celebrations Concepts: Culture Related Concept: Context Global Context: Personal and cultural expression ATL: Communication-Communication Inquiry: Traditional festivals are important components of a nation's culture through an inquiry into the language and forms of celebrations. Assessment: Listening Comprehension(A), Oral Presentation(C), Reading Comprehension(B), Essay Writing(D)	Title: Buildings & Design Concepts: Form Related Concept: Function Global Context: Orientation in time and space ATL: Social-Collaboration Inquiry: Design and construction manifest human needs and creativity both through layout and functions. Assessment: Listening Comprehension(A), Oral Presentation(C), Reading Comprehension(B), Essay Writing(D)
Mandarin Acquisition Proficient Level	Title: Human Geography Concepts: Time, place and space Related Concept: Connections 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 Related Concept: Function 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: In my plate Concepts: Culture, audience, purpose Global Context: Orientation in space and time ATLs: Communication – Communication Research- Media literacy skills Inquiry: cultural expression through food impact purposefully the audience's perception of the world. Assessment: Tests criteria A, B, C, D	Title: Celebrations Concepts: Time, Place and Space, purpose, function Global Context: Identities and relationships ATLs: research-information literacy skills Communication- communication Inquiry : Traditions and festival of a country or area reflect purposefully one's culture and identity. Assessment: Semester exams criteria A, B, C, D

<p>Spanish Acquisition Capable Level</p>	<p>Title: Hábitos saludables - Let's have a healthy life Concepts: Communication, Point of view / Purpose Global Context: Identities and Relationships ATLs Self-Management-Organization 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: Criterion A: Written responses to questions based on an audiovisual source. Written responses to questions based on a written and visual text (criterion B) Crit C: Speaking: giving suggestions to lead a healthy lifestyle based on photographs. Criterion D: Writing: Write a formal letter giving advice on how to be healthy.</p>	<p>Title: Sharing our planet. Concepts: Connections, Context Global Context: Globalization and sustainability ATLs: Thinking- Critical Thinking Inquiry: Language is a powerful tool within Service and action and contributes to creating connections with others to maintain a sustainable environment. 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 the environment (Crit B). Criterion C: : Oral presentation of environmental issue. Criterion D: Writing: Write a blog/formal letter giving suggestions on how to protect the environment.</p>
<p>English Acquisition Capable Level</p>	<p>More Than Skin Deep (<i>Beastly</i> by Alex Flinn) Concepts: Culture, Empathy Global Context: Personal and Cultural Expression ATLs: Communication-Communication Social-Collaboration Inquiry: Our personal thoughts and actions affect other people as well as ourselves. Assessment: Creative Writing (D), Literary Journal (D), Persuasive essay (D), Video comprehension test of excerpts from the movie the “Beastly” by Alex Flinn (A)</p>	<p>There are No Heroes Concepts: Creativity, Conventions Global Context: Orientation in Space and Time ATLs: Thinking-Critical-thinking Research-Media literacy Inquiry: People have different definitions of who they consider to be a hero. Assessment: oral presentations (C), listening comprehension tasks (A), reading comprehension test (B); persuasive essay (D), video comprehension test (A)</p>
<p>English Acquisition Proficient Level</p>	<p>Rituals and Celebrations Concepts: Culture, Context, Audience Global Context: Personal and Cultural Expression (Lens: Ritual and play, Systems and institutions) ATLs: Research-Media literacy Inquiry: Context provides the gateway for the audience to understand the cultural expression of rituals and celebrations. Assessments: 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), Summary of chosen chapter in “The Giver” (Criterion C)</p>	<p>Are memories valuable? Key Concept: Communication, Argument, Theme Global Context: Identities and Relationships (Lens: Consciousness and mind) ATLs: Communication-Communication Inquiry: Memories shape our identities and relationships. To suppress or manipulate our conscious memories can have significant implications for individuals and society. Assessments: 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: Poets Unleashed Concepts: Communication, Creativity, Style Global Context: Personal and Cultural Expression ATLs: Social-Collaboration Skills Inquiry: Poets purposefully communicate their beliefs and values about social issues through their personal style. Assessment: Analytical writing, and compare and contrast exam (A, B, C, D), create social issue poem (B, C), poetry reading (D)	Title: Shakespeare (Macbeth) Concepts: Power, Paradox and Purpose Global Context: Identities and Relationships ATLs: Thinking-Creative-Thinking Thinking-Critical-Thinking Inquiry: Texts provide a base from which connections across times, cultures and contexts can be explored. Assessment: Analytical compare and contrast (A, B, C, D), creation of a scene in a new context presentation (C, D)
Korean Language and Literature	Title: Effective Communication to solve conflicts Concepts: Communication, Genres, Purpose, Setting, Structure, Style, Theme Global Context: Personal and cultural expression ATLs: Social-Collaboration Inquiry: The students will understand that literature is a tool to describe the conflicts in a society and present a way to solve the problem. Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)	Title: Open mindedness without fear Concepts: Perspctive, Context, Point of view, Self-expression Global Context: Globalization and sustainability ATLs: Self-management-Reflection Inquiry: Being aware of historic issues in Northeastern Asia will help us explore different perspectives from different sides. Assessment: creative writing (C&D), analytical writing (A&B), analytical essay (A&B)
Mandarin Language and Literature	Title: Drama Concepts: Context, Communication, Character, Setting, Audience Global Context: Orientation in space and time ATLs: Social-Practice empathy Inquiry: Conflict is central to relationships; the way in which we respond to them is both personally and culturally specific. Assessment: Drama Script Analysis (A, B, D); Stage Play Performance (B, C, D)	Title: Poetry (Classic & Modern) Concepts: Connections, Intertextuality, Purpose, Self-expression Global Concept: Globalization and sustainability ATLs: Self-Management-Organization Inquiry: Language is dynamic. Its application and use reflect the creativity of the individual as well as society's evolution. Assessment: Poetry Analysis (A, B, D), Poetry Creation (B, C, D)
German Language and Literature	Identity and relationships - Drama Concept: Relationship, Context, Setting Global Context: Identities and relationships ATLs: Thinking-Critical-thinking Inquiry: How is the perspective of a character created in a play (in a special context and setting)? Assessment: Analytical essay Drama (A, B, C, D)	Travel through history – with Poems Concept: Creativity, Style, Intertextuality Global Context: Personal and cultural expression ATLs: Thinking-Creative-thinking Inquiry: Creative writing allows you to express emotions and develop a personal style of expression. Assessment: Analytical essay Lyric (A, B, C, D)

Semester 2

Students complete one Design block per semester completing the third block the next year.

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

Semester 2

Students rotate between design science teachers, completing a total of three units a year.

Subject	Units		
Design Science	<p>Title: Computer-Controlled Greenhouse Concepts: Systems Global Context: Scientific and Technical Innovation ATLs: Thinking and Self-management Inquiry: Students will explore the components of a smart farming system, learning how devices like moisture sensors, water pumps, and lighting systems can work together to create an efficient and sustainable system. They will investigate how systems and technology enhance sustainability in agriculture and consider how these tools can address real-world farming challenges. Through this process, students will debate whether technology is always the best solution to agricultural problems and reflect on the balance between innovation and practicality in solving such issues. Assessment Criterion A</p> <ul style="list-style-type: none"> Research on plant requirements and smart farming technologies. Explanation of specific problems a smart farm can address. <p>Criterion B</p> <ul style="list-style-type: none"> Initial sketches and design for the smart farm system. Design specification outlining technical requirements. <p>Criterion C:</p> <ul style="list-style-type: none"> Smart farm prototype, including moisture sensor, water pump, and lighting system. Code for the Arduino system. <p>Criterion D:</p> <ul style="list-style-type: none"> Design portfolio documenting the design process, challenges, and solutions. <p>Oral presentation demonstrating the functionality of the system and explaining design choices</p>	<p>Title: Co2 Dragsters Concepts: Development Global Context: Orientation in Space and Time ATLs: Thinking and Self-management Inquiry: Students will investigate the principles of aerodynamics and how they affect vehicle design, focusing on how form and function work together to create high-performance CO2 dragsters. They will research the science behind drag reduction techniques and apply these concepts to their designs, using CAD software to refine and test their ideas. Throughout the unit, students will reflect on the balance between speed and efficiency, debating whether racing vehicles should prioritize performance or sustainability. Assessment Criterion A</p> <ul style="list-style-type: none"> Research report on drag reduction techniques and aerodynamics. Explanation of how aerodynamics influences speed and performance. <p>Criterion B</p> <ul style="list-style-type: none"> CAD sketches and initial design iterations for the dragster. Design specification outlining performance goals and material choices. <p>Criterion C</p> <ul style="list-style-type: none"> Final CO2 dragster prototype. Testing and refinement of design based on performance data. <p>Criterion D</p> <ul style="list-style-type: none"> Design portfolio including CAD designs, testing data, and reflections on the process. Race performance analysis and reflection on how design choices impacted results. 	<p>Title: Food Science Concepts: Systems, Function, Composition, Interactions Global Context: Scientific and technical innovation ATLs: Communication and Research Inquiry: Explore the concepts of food science, focusing on preservation methods and the science of nutrients in relation to health. Students will develop skills to design and carry out scientific experiments, while learning to analyze, validate, and evaluate their findings. They will utilize statistics, factual data, and information from reputable sources to justify their claims in their research. Additionally, students will examine the diverse cultures of the world to understand the significant impact that food has had on the history and cultural practices of different regions. This multifaceted inquiry emphasizes the interplay between food science, health, and cultural history, fostering a deeper appreciation for the role of food in society and its implications for human nutrition and well-being. Assessment: Criterion AD – Micronutrients Research, Fitness Goal Recipe benefits, Cultural Foods Criterion B – Preservation Methods, Pickling Methods, Food Science Exploration Criterion C – Food Science Exploration, Technical Skills</p>

Semester 2

Subject	Units	
Music	Loops, Chords and Forming a Band: Forming a Band Concepts: Communication, Play Global Context: Identities and Relationships ATLs: Communication skills; Self-management skills Inquiry: Playing music, as a universal language, enables the communication of emotions, stories, and cultural identities. Assessment: Audio recordings, video recordings, written submissions. A (Investigating), B (Developing), C (Creating/Performing), D (Evaluating).	Loops, Chords and Forming a Band: World Music Challenge Key Concept: Communication, Play Global Context: Identities and Relationships ATLs: Communication skills; Self-management skills Inquiry: Playing music, as a universal language, enables the communication of emotions, stories, and cultural identities. Assessment: Audio recordings, video recordings, written submissions. A (Investigating), B (Developing), C (Creating/Performing), D (Evaluating).
Drama	Theatre Styles: From Page to Stage Concepts: Aesthetics, Audience, Composition, Interpretation, Global Context: Personal and Cultural expression Inquiry: A successful production relies on the integration of a diverse range of production elements Assessment: Journal Work,(A,B,D) directing and performing an extract from a chosen play. (C) Final Evaluation (D)	
Visual Arts	Let's Get "Sur"real Concepts: Identity, Interpretation Global Context: Identities and Relationships ATLs: Thinking-Creative-thinking Inquiry: Art can show our inner selves or relationships in non-conventional ways, depending on our own unique interpretations. Assessment: Research (A), Artistic Intention (B), Artwork (C), Evaluation Assignment (D)	