

Visual and Performing Arts							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objective/Strands	ATL skills	Content
<b>Year 1 Arts</b>							
The Voice-Performing Arts 15 Hours	Communication	Audience Expression Presentation	Personal and cultural expression	The voice is a vehicle of expression as it presents communication from a performer to an audience.	B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied  C: Thinking creatively i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas.	Social II. Collaboration skills: Working effectively with others. Help others to succeed  Self-management - IV. Affective skills: Managing state of mind - Emotional management Practice strategies to reduce anxiety  V. Reflection skills: (Re-)considering the process of learning; choosing and using ATL skills Develop new skills, techniques, and strategies for effective learning	MU.CR.3.8.b Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.  Musical form Critical listening Art in context
Tik Tok – Music Composition - Historical Reference - Performing Arts 15 Hours	Aesthetics	Composition Structure	Orientation in space and time	The orientation is space and time and the structure of a composition will impact its aesthetic.	Criterion A: Knowing and understanding i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context Criterion B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied Criterion C: Thinking creatively identify an artistic intention Criterion D: Responding i. identify connections between art forms, art and context, or art and prior learning	VIII. Critical-thinking skills Analyzing and evaluating issues and ideas • Draw reasonable conclusions and generalizations * Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding	MU.CN.10.8.a Explain how music helps to create a sense of identity, community, and solidarity.  musical form (structure) critical listening skills relationship between the art form and its context
Color - Visual Arts 10 Hours	Identity	Composition Expression	Personal and cultural expression	Color expression within a composition can reveal the artist's or group's identity.	Objective: A Knowing and Understanding i. demonstrate awareness of the art form studied, including the use of appropriate language Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied Objective: C Thinking creatively i. identify an artistic intention -Objective D: Responding i. identify connections between art forms, art and context, or art and prior learning	Social Skill II. Collaboration - Work effectively with others Listen actively to others perspectives and ideas  Thinking VIII. Critical thinking - Analyzing and evaluating issues and ideas Consider ideas from multiple perspectives  Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Use a variety of media to communicate with a range of audiences	VA.CN10.8. Make art collaboratively to reflect on and reinforce positive aspects of group identity.  Color Meaning withing color Primary and secondary color Mixing color Color wheels
Texture - Visual Arts 10 Hours	Change	Boundaries Style	Identities and relationships	As identities and relationships change so do boundaries and style of art.	Objective: A Knowing and Understanding ii. demonstrate awareness of the relationship between the art form and its context Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective: C Thinking creatively ii. identify alternatives and perspectives Objective D: Responding ii. recognize that the world contains inspiration or influence for art	Thinking VIII. Critical - Analyzing and evaluating issues and ideas Analyse complex concepts and projects to their constituent parts and synthesize them to create new understanding IX. Creativity and innovation - The skills of invention - developing things and ideas that never existed before Create original works and ideas X Transfer - Utilizing skills and knowledge in multiple contexts Combine knowledge, understanding and skills to create products or solutions	VA.CN11.8 Distinguish different ways art is used to represent, establish, reinforce, and reflect group or individual identity.  Texture as an element of art Influence of culture and society on art Exposure to artists and examples

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Photography- Visual Arts  15 Hours	Aesthetics	Innovation Visual culture	Scientific and technical innovation	Scientific and technical innovation influence the aesthetic and inspire new artistic visual culture over time.	Objective: A Knowing and Understanding iii. demonstrate awareness of the links between the knowledge acquired and artwork created. Objective B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective: C Thinking creatively iii. demonstrate the exploration of ideas. Objective D: Responding ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Interpret and use effectively modes of non-verbal communication  Self-management III. Organizational - Managing time and tasks effectively Set goals that are challenging and realistic Select and use technology effectively and productively	VA.CR3.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.  Introduction to photography Art evaluation Influence of culture, innovation, and society on art
Year 2 Arts							
Limitless Boundaries - Performing Arts  15 Hours	Aesthetics	Boundaries Genre	Personal and cultural expression	Aesthetics within a genre are created by both adhering to and breaking boundaries through personal and cultural expression.	A: Knowing and Understanding i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art. D: Responding i. outline connections and transfer learning to new settings	Communication I. Communication skills: Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback  Thinking IX. Creative thinking skills: Generating novel ideas and considering new perspectives Apply existing knowledge to generate new ideas, products or processes  X. Transfer - Utilizing skills and knowledge in multiple contexts Combine knowledge, understanding and skills to create products or solutions	MU.CR.3.8.b Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.  Musical notation, melody, rhythm, tempo, dynamics, form, and harmony
Tik Tok – Music Composition - The Influence of Music- Performing Arts 15 Hours	Change	Role Interpretation	Personal and cultural expression	The role of music can change a person's personal expression and interpretation of media.	Criterion A: Knowing and understanding  i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts  Criterion B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied Criterion C: Thinking creatively i. outline a clear and feasible artistic intention Criterion D: Responding i. outline connections and transfer learning to new settings	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Interpret and use effectively modes of non-verbal communication  Self-management IV. Affective - Managing state of mind - resilience Practice "bouncing back" after adversity, mistakes, and failures  V. Reflection - (Re-)considering what has been learned; choosing and using ATL skills Consider content (What did I learn today? What don't I yet understand? What questions do I have now?)	MU.CN.10.8.b Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.
Rhythm - Performing Arts  15 Hours	Communication	Composition Style	Personal and cultural expression	Line and pattern in a composition can communicate personal and cultural expression of style.	Objective: A Knowing and Understanding i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied Objective: C Thinking creatively i. outline a clear and feasible artistic intention Objective D: Responding i. outline connections and transfer learning to new settings	Communication I. Communication skills - Reading, writing, and using language to gather and communicate information Paraphrase accurately and concisely  Social Skill II. Collaboration - Work effectively with others Give and receive meaningful feedback  Thinking IX. Creativity and innovation - The skills of invention - developing things and ideas that never existed before Consider multiple alternatives, including those that might be unlikely or impossible	VA.CR2.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.  Creative cycle Line pattern movement aesthetic

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Shape - Visual Arts  10 Hours	Aesthetics	Audience Representation	Globalization and sustainability	Shape is used to represent Aesthetics and meaning to audiences and can be responsibly sourced for sustainability.	Objective: A Knowing and Understanding ii. demonstrate knowledge of the role of the art form in original or displaced contexts Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective: C Thinking creatively ii. outline alternatives, perspectives, and imaginative solutions Objective D: Responding ii. create an artistic response inspired by the world around them	Communication I. Communication skills - Reading, writing, and using language to gather and communicate information Use a variety of media to communicate with a range of audiences  Social Skill II. Collaboration - Work effectively with others Practice empathy  Self-management V. Reflection - (Re-)considering what has been learned; choosing and using ATL skills Consider ethical, cultural, and environmental implications	VA.CR1.8 Document early stages of the creative process visually and/or verbally in traditional or new media.  Creative cycle Shape Artistic tools Sustainability Up-cycling
Art Genres - Early Art Movements- Visual Arts  15 Hours	Change	Expression Genre	Orientation in place and time	Artistic expression changes over place and time causing artistic genres to evolve.	Objective: A Knowing and Understanding iii. demonstrate awareness of the links between the knowledge acquired and artwork created. Objective B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art. iii. use acquired knowledge to inform their artwork. Objective: C Thinking creatively iii. demonstrate the exploration of ideas. Objective D: Responding ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	Research VI. Information Literacy - Finding, interpreting, judging, and creating information Access information to be informed and inform others VII. Media Literacy - Interacting with media to use and create ideas and information Communicate information and ideas effectively to multiple audiences using a variety of media and formats  Thinking VIII. Critical - Analyzing and evaluating issues and ideas Gather and organize relevant information to formulate an argument	VA.CR3.8 Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. Introduction to early art genres:  Renaissance Impressionism Neoclassicism Romanticism Evolution of famous works of art. Influence of culture and society on art. Exposure to artists and examples
Year 3 Arts							
Rhythm - Performing Arts  15 Hours	Communication	Narrative Play	Orientation in space and time	Musicians use symbols in space and time to communicate a narrative during play.	A: Knowing and Understanding i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art. D: Responding i. outline connections and transfer learning to new settings	Communication I. Communication skills: Exchanging thoughts, messages and information effectively through interaction Interpret and use effectively modes of non-verbal communication Use and interpret a range of discipline-specific terms and symbols  Thinking X. Transfer - Utilizing skills and knowledge in multiple contexts Apply skills and knowledge in unfamiliar situations	MU.CR.3.8.b Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.  Rhythm Musical notation psychomotor response
Tik Tok – Music Composition - Connections to Culture- Performing Arts 15 Hours	Identity	Composition Expression	Personal and cultural expression	Musical composition is connected to personal and cultural expression and identity.	Criterion A: Knowing and understanding  i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts  Criterion B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied Criterion C: Thinking creatively i. outline a clear and feasible artistic intention Criterion D: Responding i. outline connections and transfer learning to new settings	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Use intercultural understanding to interpret communication Collaborate with peers and experts using a variety of digital environments and media  Social II. Collaboration skills - Work effectively with others Use social media networks appropriately to build and develop relationships	MU.CN.11.8.b Identify and explain how context (e. g. social, cultural, and historical) can inform a performance.

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Form- Visual Arts  10 Hours	Identity	Presentation Interpretation	Identities and relationships	The creative process of interpretation and presentation is influenced by an artist's identity.	Objective: A Knowing and Understanding i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language iii. use acquired knowledge to inform their artwork. Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied Objective: C Thinking creatively i. outline a clear and feasible artistic intention Objective D: Responding i. outline connections and transfer learning to new settings	Communication I. Communication skills - Reading, writing, and using language to gather and communicate information Take effective notes in class  Social Skill II. Collaboration - Work effectively with others Help others to succeed  Self-Management III. Organizational skills - Managing time and tasks effectively Create plans to prepare for summative assessments (exams and performances)	VA.CR2.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.  Creative cycle still life form
Space - Visual Arts  10 Hours	Communication	Composition Expression	Personal and cultural expression	Elements of art in a composition communicate the artist's personal and cultural expression.	Objective: A Knowing and Understanding ii. demonstrate knowledge of the role of the art form in original or displaced contexts Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective: C Thinking creatively ii. outline alternatives, perspectives, and imaginative solutions Objective D: Responding ii. create an artistic response inspired by the world around them	Self-management III. Organizational skills - Managing time and tasks effectively Plan strategies and take action to achieve personal and academic goals IV. Affective - Managing state of mind - Mindfulness Practice focus and concentration  Thinking X. Transfer - Utilizing skills and knowledge in multiple contexts Combine knowledge, understanding and skills to create products or solutions	VA.CR1.8 Document early stages of the creative process visually and/or verbally in traditional or new media. Creative cycle Space Artistic tools
Art Genres - Modern Movements- Visual Arts  15 Hours	Identity	Expression Representation	Orientation in space and time	Identity and artistic expression can be used to represent culture, events, and timeframes.	Objective: A Knowing and Understanding iii. demonstrate awareness of the links between the knowledge acquired and artwork created. Objective B: Developing skills ii. demonstrate the application of skills and techniques to create, perform and/or present art. iii. use acquired knowledge to inform their artwork. Objective: C Thinking creatively iii. demonstrate the exploration of ideas. Objective D: Responding ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	Research VI. Information Literacy - Finding, interpreting, judging, and creating information Present information in a variety of formats and platforms VII. Media Literacy - Interacting with media to use and create ideas and information Seek a range of perspectives from multiple and varied sources  Thinking VIII. Critical - Analyzing and evaluating issues and ideas Revise understanding based on new information and evidence	VA.RE9.8 Create a convincing and logical argument to support an evaluation of art. Introduction to early art genres:  Cubism Surrealism Abstract Pop art  Evolution of famous works of art. Influence of culture and society on art. Exposure to artists and examples

Design							
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<b>Year 1 Design</b>							
My Friend's Birthday Poster 12 Hours	Communication	Perspective Form	Identities and Relationships	Visual communication helps shape perspective and uncovers relationships.	B. Developing ideas i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution D: Evaluating i. outline simple, relevant testing methods, which generate data to measure the success of the solution	I. Communication Exchanging thoughts, messages and information effectively through interaction Use appropriate forms of writing for different purposes and audiences Reading, writing, and using language to gather and communicate information Write for a different purpose	Employ written, verbal, & non-verbal communications that are appropriate to the target audience & situation Time management Use interpersonal skills when communicating with colleagues, clients
Food from Home 20 Hours	Communities	Sustainability, Collaboration	Personal and cultural expression  Global Exploration: Entrepreneurship, practice and competency	Collaborating with the community through entrepreneurship is indispensable to personal and cultural expression.	A: Inquiring and analyzing i - explain and justify the need for a solution to a problem ii - state and prioritize the main points of research needed to develop a solution to the problem B: Developing ideas i - develop a list of success criteria for the solution ii - present feasible design ideas, which can be correctly interpreted by others iii - present the chosen design C: Creating the solution i - outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution D: Evaluating iii - outline how the solution could be improved	I. Communication  • Negotiate ideas and knowledge with peers and teachers • Use intercultural understanding to interpret communication. • Structure information in summaries, essays and reports.	Explore the variety of foods people eat in different cultures: Students write down what they had for dinner, compare similarities and differences. Then after reviewing pictures of meals from other countries and guess which country that dish is from.  Interview person familiar with the cultural heritage of the dish. Students may want to ask about traditions, ingredients, preparation, and preservation.  Research culture/country of dish they have selected to make. How is food linked to culture and religion
If the Shoe Fits 12 Hours	Communication	Form, Function	Personal and cultural expression	Personal & cultural expression communicates style through form and function.	B: Developing ideas i - develop a list of success criteria for the solution ii - present feasible design ideas, which iii - present the chosen design iv - create a planning drawing/diagram, which outlines the main details for making the chosen solution D: Evaluating i - outline simple, relevant testing methods, which generate data to measure the success of the solution	III. Organization Managing time and tasks effectively Plan short and long term assignments; meet deadlines IV. Affective Managing state of mind - Perseverance Demonstrate persistence and perseverance	Employ written, verbal, & non-verbal communications that are appropriate to the target audience & situation Time management Use interpersonal skills when communicating with colleagues, clients
Rube Goldberg 12 Hours	Systems	Evaluation, Form, Function	Scientific & technical innovations	Scientific & technical innovations affect form and function and can cause change within a system.	B: Developing ideas ii - present feasible design ideas, which iii - present the chosen design iv - create a planning drawing/diagram, which outlines the main details for making the chosen solution D: Evaluating i - outline simple, relevant testing methods, which generate data to measure the success of the solution ii - outline the success of the solution against the design specification	II. Collaboration Work effectively with others Delegate and share responsibility for decision-making Take responsibility for one's own actions  IX. Creative thinking The skills of invention - developing things and ideas that never existed before Consider multiple alternatives, including those that might be unlikely or impossible Design new machines, media and technologies	Use the design cycle to solve a simple problem using recycled materials Create a tangible solution
Support a UN Global Goal 12 Hours	Development	Function, Sustainability, resources	Globalization & sustainability	The development of solutions can help us function with more sustainability and protect our non-renewable resources.	A: Inquiring and analyzing i - explain and justify the need for a solution to a problem iii - describe the main features of an existing product that inspires a solution to the problem iv - present the main findings of relevant research B: Developing ideas i - develop a list of success criteria for the solution D: Evaluating i - outline simple, relevant testing methods, which generate data to measure the success of the solution	II. Collaboration Work effectively with others Make fair and equitable decisions Negotiate effectively Practice empathy	Employ written, verbal, & non-verbal communications that are appropriate to the target audience & situation Time management Use interpersonal skills when communicating with colleagues, clients
<b>Year 2 Design</b>							
Watering the Plants 22 Hours	Systems	Function	Globalization and sustainability	Systems that function in unison help promote sustainability.	Objective A: Inquiring and analyzing i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem. iii. analyze a group of similar products that inspire a solution to the problem iv. develop a design brief which presents the analysis of relevant research	Self management III. Organization skills Use appropriate strategies for organizing complex information Select and use technology effectively and productively Thinking VIII. Critical- thinking skills Propose and evaluate a variety of solutions X. Transfer Skills Combine knowledge, understand and skills to create products or solutions transfer current knowledge to learning of new technologies	

Design							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Disaster Relief 24 Hours	Development	Invention	Globalization and sustainability	Inventions developed with sustainability in mind help reduce waste and promote globalization	Objective B: Developing ideas develop a design specification, which outlines the success criteria for the design of a solution based on the data collected  present a range of feasible design ideas, which can be correctly interpreted by others  present the chosen design and outline the reasons for its selection  develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	Communication I. Communication skills Collaborate with peers and experts using a variety of digital environments and media Use a variety of organizers for academic writing tasks Find information for disciplinary and interdisciplinary inquiries, using a variety of media  Self management III. organization skills Keep an organized and logical system of information files/notebooks Select and use technology effectively and productively  Research VI. Information literacy skills Access information to be informed and inform others Make connections between various sources of information Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions IX. Creative thinking skills Apply existing knowledge to generate new ideas, products or processes Create original works and ideas; use existing works and ideas in new ways	
Genius Hour 22 Hours	Communities	Adaptation, Invention	Scientific and technical innovation	Applying an adaptation to a scientific or technical invention can enhance the lives of communities and their members.	Objective A: Inquiring and analyzing i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem Objective C: Creating the Solution i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. explain changes made to the chosen design and plan when making the solution.	Communication I. Communication skills Find information for disciplinary and interdisciplinary inquiries, using a variety of media Research VI. Information literacy skills Access information to be informed and inform others  IX. Creative thinking skills Apply existing knowledge to generate new ideas, products or processes Create original works and ideas; use existing works and ideas in new ways	Design process Research - generating inquiry questions, locating reliable sources, gathering information
Year 3 Design							
Phat Dog 28 Hours	Development	Adaptation	Scientific and technical innovation	New scientific and technological innovations are developed by the adaptation and modification of old technology.	C: Creating the Solution i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution iv. fully justify changes made to the chosen design and plan when making the solution	I. Communication skills Interpret and use effectively modes of non-verbal communication Paraphrase accurately and concisely Structure information in summaries, essays and reports Social II. Collaborations skills Manage and resolve conflict, and work collaboratively in teams Self Management III. Organization skills Plan short- and long-term assignments; meet deadlines Bring necessary equipment and supplies to class Select and use technology effectively and productively	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.  U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised. U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.
Genius Project 22 Hours	Communication	Resources	Personal and cultural expression	Personal expression is communicated through newly discovered and developed resources.	Objective D: Evaluating i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.	Communication - I. Communication skills Make inferences and draw conclusions Preview and skim text to build understanding Structure information in summaries, essays and reports Social II. Collaboration skills Help others to succeed Self-management Organization skills plan short and long term assignments; meet deadlines bring necessary equipment and supplies to class Research VI. Information literacy skills Collect, record and verify data make connections between various sources of information create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions VII. Media Literacy skills Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.  U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised. U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications. 1. Develop understanding of irrational numbers 2. Develop understanding of expressions and equations, including solving linear equations, linear inequalities, and systems of linear equations. 3. Develop understanding of the concept of a function and use functions to describe quantitative relationships, including modeling an association in bivariate data with a linear equation.

Design							
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Learning in Nature - 25 Hours	Communities	Resources Sustainability	Globalization and sustainability	Human communities have a direct impact on resources that affects sustainability.	<p>A: Inquiring and analysing</p> <p>i. explain and justify the need for a solution to a problem</p> <p>ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem</p> <p>B: Developing ideas</p> <p>i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected</p> <p>ii. present a range of feasible design ideas, which can be correctly interpreted by others</p>	<p>Communication</p> <p>I. Communication skills: Exchanging thoughts, messages and information effectively through interaction.</p> <p>Negotiate ideas and knowledge with peers and teachers</p> <p>Research</p> <p>VI. Information literacy skills: Finding, interpreting, judging and creating information</p> <p>Collect, record, and verify data</p> <p>Identify primary and secondary sources</p>	<p>design process</p> <p>data collection</p> <p>primary and secondary source research</p> <p>soil sampling</p> <p>ecological principles</p> <p>flora/fauna identification</p>

Individuals and Societies							
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Year 1 I&S							
Are you a Global Citizen 15 Hours	Change	Agency	Identities & Relationships	Agency determines changes to relationships	Investigating i. explain the choice of a research questions ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the research process and results Communicating i. communicate information and ideas with clarity Thinking Critically ii. use information to give an opinion	III. Organization - Managing time and tasks effectively Create plans to prepare for summative assessments (exams and performances) Keep and use a weekly planner for assignments Plan strategies and take action to achieve personal and academic goals	Development of civilizations, societies, cultures How human societies were shaped by the environment Factors that influenced trade How citizens have individual rights & responsibilities New networks of exchanged collective learning & innovation Learning experiences & teaching strategies Create class video databases of human achievement videos, activist videos Debate case studies Interpret environmental data, human rights data Write a personal mission statement Survey community - What needs to be addressed now? Interview a community member Differentiation Vocabulary Word Wall Videos Heterogeneous groups Fill-in-the-blank Google slides
Beliefs 20 Hours	Global Interactions	Beliefs	Identities & Relationships	A belief system is informed by global interactions, personal identities, and beliefs.	Communicating ii. organize information & ideas effectively for the task Thinking Critically iv. identify different views & their implications	I. Communication Exchanging thoughts, messages and information effectively through interaction Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences II. Collaboration - Work effectively with others Listen actively to others perspectives and ideas	Analyze the beliefs, experiences, perspectives, & values that underlie points of view regarding civic issues in the time period & regions studied. Origins of world religions Analyze connections among events & developments in various geographic & cultural contexts.
Important Inventions 18 Hours	Systems	Innovation Processes Competition	Scientific and technical innovation	Systems operate & evolve through innovation.	Investigating i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect & record relevant information consistent with the research question	VI. Information literacy - Finding, interpreting, judging, and creating information Understand and use technology systems VII. Media literacy - Interacting with media to use and create ideas and information Communicate information and ideas effectively to multiple audiences using a variety of media and formats Compare, contrast, and draw connections among multi(media) resources	Development of civilizations, societies, cultures How human societies were shaped by the environment Factors that influenced trade How citizens have individual rights & responsibilities New networks of exchanged accelerated collective learning & innovation
Where Do You Live? (Mapping) 20 Hours	Time, Place, & Space	Causality Disparity & Equity	Globalization and sustainability	Where we live is dependent upon resources and sustainability.	Knowing & understanding i. use vocabulary in context Thinking Critically ii. use information to give an opinion	I. Communication Reading, writing, and using language to gather and communicate information Paraphrase accurately and concisely Preview and skim texts to build understanding  V. Reflection - (Re-)considering what has been learned; choosing and using ATL skills Identify strengths and weaknesses of personal learning strategies (self-assessment)	Migration and cultures Read geographical map Recognize landforms & waterways, understand that landforms & waterways affect where humans settle Consider consequences of settling/abandoning settlements
Year 2 I&S							
South America 20 Hours	Systems	Resources	Globalization and sustainability	Political and economic systems provide opportunities for globalization and the use of resources sustainably.	Objective A: Knowing and understanding i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Objective C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information	I. Communication - Reading, writing, and using language to gather and communicate information Use and interpret a range of discipline-specific terms and symbols Use a variety of organizers for academic writing tasks Read critically and for comprehension	7. E2.1. Explain how economic decisions affect the well-being of individuals, business, and society. 7. G2.1. Explain how cultural demographic patterns, economic decision, and human adaptations shape the identity of places. 7. SP3.2. Use evidence drawn from multiple resources to develop and support claims in response to compelling questions



Individuals and Societies							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Justice Served 25 Hours	Change	Conflict Cooperation	Identities & Relationships: Personal efficacy and agency	Change can be implemented while trying to avoid conflict with cooperation in order to build identities and relationships.	Criterion C: Communicating i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specific format iii. document sources of information using recognized convention Criterion D: Thinking critically i. discuss concepts, issues, models, visual representation and theories iii. synthesize information to make valid arguments	I. Communication skills - Reading, writing, and using language to gather and communicate information Structure information in summaries, essays and reports VII. Media Literacy - Interacting with media to use and create ideas and information Compare, contrast, and draw connections among multi(media) resources X. Transfer skills - Utilizing skills and knowledge in multiple contexts Make connections between subject groups and disciplines	S1C10P01/S2C9P01 Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). S1C10P02/S2C9P02 Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). S1C10P03 Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States. S2C9P03 Analyze how world events of the late 20th and early 21st century (e.g. terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world. S2C9P04 Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.
Revolution of Thought 25 Hours	Change	Innovation and revolution	Scientific and technical innovation: Adaptation, ingenuity and progress	Through innovation and revolution, individuals and groups can create change on various scales to demonstrate adaptation, ingenuity and progress.	Criterion A: Knowing and understanding (i,ii) i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.  Criterion B: Investigating (i,ii,iii)  i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question  iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation, with guidance.	Self-management V. Reflection Skills: Develop new skills, techniques and strategies for effective learning VIII. Critical Thinking: Propose and evaluate a variety of solutions Propose and evaluate a variety of solutions Thinking X. Transfer Skills: Design improvements to existing machines, media, and technologies Make unexpected or unusual connections between objects and or ideas	7.C.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. 7.G.4.4 Explain an issue in terms of its scale (local, regional, state, national, or global) 7.H.3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. 7.H.3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today. 7.SP1.1 Analyze connections among events and developments in broader historical contexts. 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present
Imperialism 25 Hours	Global Interactions	Culture	Globalization and Sustainability: Markets, commodities and commercialization	Through studying the causes and effects of imperialistic events we can examine how culture is affected by local, national and global policies.	Criterion A: Knowing and understanding i. use a range of terminology in context Criterion C: Communicating- i. ii. iii. communicate information and ideas in a way that is appropriate for the audience and purpose structure information and ideas according to the task instructions create a reference list and cite sources of information.	Self Management V. Reflection Skills: Focus on the process of creating by imitating the work of others  Research VI. Information Literacy Skills: Identify primary and secondary sources Access information to be informed and inform others  Thinking IX. Creative Thinking Skills: Make connections between multiple subject groups and disciplines VIII. Critical Thinking: Identify trends and forecast possibilities X. Transfer Skills: Apply existing knowledge to generate new ideas, products, or processes	7.C.2.1 Explain how revolutions and other changes in government impact citizens' rights. 7.E.3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. 7.E.5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. 7.G.2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. 7.G.3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement. 7.G.4.1 Analyze cultural and environmental characteristics among various places and regions of the world. 7.H.1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies. SP1.2 Classify a series of historical events and developments as examples of change and/or continuity. 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources. 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present
The Future 25 Hours	Systems	Resources	Globalization and Sustainability: natural resources and public goods	Political and economic systems provide opportunities for globalization and the use of resources sustainably	Criterion A: Knowing and understanding i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.  Criterion C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information	In order for a student to (insert strand), students must (insert ATL skill)  In order for a student to use a range of terminology in context, students must use and interpret a range of discipline specific terms.  In order for a student to demonstrate knowledge and understanding of subject-specific content and concepts, students must use a variety of organizers to simplify academic information.  In order for students to communicate information and ideas in a way that is appropriate for the audience and purpose, students must read critically and for comprehension.  In order for students to structure information and ideas according to the task instructions, students must organize and depict information logically.  In order for students to create a reference list and cite sources of information, students must take effective notes and use an APA or MLA as reference style.	7. E2.1. Explain how economic decisions affect the well-being of individuals, business, and society.  7. G2.1. Explain how cultural demographic patterns, economic decision, and human adaptations she the identity of places.  7. SP3.2. Use evidence drawn from multiple resources to develop and support claims in response to compelling questions
Year 3 I&S							

Individuals and Societies							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
In Time of War 25 Hours	Change	Conflict Perspective	Fairness and development	Conflict changes communities which can create different perspectives towards justice, peace and development.	Criterion A: Knowing and Understanding (i,ii) i. Use vocabulary in context ii. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples Criterion D: Thinking Critically (I, ii, iii, iv.) i. Identify the main points of ideas, events, visual representation or arguments ii. Use information to justify an opinion iii. Identify and analyse a range of sources/data in terms of origin and purpose	I. Communication Skills - Exchanging thoughts, messages and information effectively through interaction use a variety of speaking techniques to interpret communication. I. Communication Skills - Reading, writing, and using language to gather and communicate information write for different purposes. organize and depict information logically. read critically and for comprehension. VII. Media Literacy - Interacting with media to use and create ideas and information locate, organize, analyse, evaluate, synthesize, and ethically use information from a variety of sources and media	8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources. 8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text. 8.RH.9 Analyze the relationship between a primary and secondary source on the same topic. 8.WHST.1 Write arguments focused on discipline-specific content 8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Personal Finance 25 Hours	Systems	Causality (cause and consequence)	Scientific and technical innovation: Opportunity, risk, consequences and responsibility	Recognizing systems and the causality of them can allow one to recognize fiscal opportunity, technical innovation, risk, consequences, and responsibility.	Criterion A: Knowing and understanding i. use a range of terminology in context  Criterion C: Communicating i. ii. iii. communicate information and ideas in a way that is appropriate for the audience and purpose structure information and ideas according to the task instructions create a reference list and cite sources of information.	Self-management-Reflection Skills Considering the process of learning; choosing and using ATL skills Consider ethical, cultural, and environmental implications  Thinking-Creative Thinking Skills Utilizing skills and knowledge in multiple contexts. Change the context of an inquiry to gain different perspectives  Thinking-Transfer skills: Use brainstorming and visual diagrams to generate new ideas and inquiries  Thinking-Transfer Skills Generating novel ideas and considering new perspectives. Apply existing knowledge to generate new ideas, products, or processes	8.SP4.2 Evaluate the influence of various causes of events and developments in the past. 8.SP4.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies. 8.E1.1 Analyze the relationship between education, income, and job opportunities. 8.E1.2 Analyze the relationship between interest rates, saving, and use of credit. 8.E1.3 Analyze the relationship between investment and return. 8.E1.4 Examine the factors that influence spending decisions. 8.E1.5 Create a budget and examine the benefits of budgeting 8.E1.6 Analyze the impact of debt on individuals. 8.E1.7 Understand several types of financial investments and calculate rates of return. 8.E1.8 Identify ways insurance may minimize personal financial risk.
Civil Rights 25 Hours	Time, place and space	rights interdependence	Fairness and Development	Time, place and space help us identify our rights and interdependence to establish fairness, peace and conflict.	Criterion A: Knowing and understanding i. use a range of terminology in context  Criterion B: Investigating i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation.  Criterion C: Communicating ii. structure information and ideas in a way that is appropriate to the specified format	Self-management: Organizational Skills Managing time and tasks effectively Use appropriate strategies for organizing complex information  Thinking: Transfer skills: Use brainstorming and visual diagrams to generate new ideas and inquiries Self-management: Reflection Skills: Develop new skills, techniques and strategies for effective learning  Thinking: Critical Thinking: Identify trends and forecast possibilities  Thinking: Transfer Skills: Practice flexible thinking develop multiple opposing, contradictory, and complementary arguments.  Critical Thinking Skills: Use models and simulations to explore complex systems and issues  Critical Thinking: Identify obstacles and challenges  Research: Information Literacy Skills: Present information in a variety of formats and platforms	8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law. 8.C2.4 Explain how immigrants become naturalized citizens. 8.C4.1 Compare historical and contemporary means of changing societies to promote the common good. 8.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate. 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. 8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States 8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries. 8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions. 8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world. 8.SP1.1 Analyze connections among events and developments in broader historical contexts 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. 8.SP2.2 Explain how and why perspectives of people have changed over time. 8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science

Individuals and Societies							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
The Constitution 25 Hours	Change	Government	Scientific and technical innovation:Adaptation, ingenuity and progress.	The government and citizens' interaction in society has demonstrated change through adaptation, ingenuity and innovation.	<p>Criterion C: Communicating i. ii. iii. i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using recognized convention</p> <p>Criterion D: Thinking Critically i,ii,iii,iv i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well-supported arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.</p>	<p>Communication -Exchanging thoughts, messages and information effectively through interaction : Collaborate with peers and experts using a variety of digital environments and media -Reading, writing, and using language to gather and communicate information:Read critically and for comprehension</p>	<p>8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts. 8.C2.2 Explain specific roles, rights and responsibilities of people in a society. 8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States. 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity. 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. 8.SP4.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>

Language Acquisition							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
<b>Year 1 Language Acquisition</b>							
Hola! (Unit 1) 10 Hours	Communication	Pronunciation Patterns	Globalization and sustainability	Successful communication is enhanced by discovering global patterns to understand pronunciation.	Objective A: Listening ii. analyse conventions in a wide variety of simple authentic texts Objective B: Reading ii. analyse conventions in a wide variety of simple authentic texts Objective C: Speaking ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner Objective D: Writing ii. use a wide range of grammatical structures generally accurately	Self-Management IV. Affective - Managing states of mind Practice strategies to reduce anxiety IV Reflection Identify strengths and weaknesses of personal learning strategies (self-assessment)	Greetings Goodbyes Identifying self & others Courtesy expressions Introductory nouns and articles numbers 0-30 Present tense of ser telling time
En Mi Clase (Unit 2) 10 Hours	Connections	Meaning Word Choice	Identities and relationships	We can make connections and build relationships with our audience as we use careful word choice to convey intended meaning.	Objective A: Listening iii. analyze connections in a wide variety of simple and authentic texts  Objective B: Reading iii. analyze connections in a wide variety of simple and authentic texts  Objective C: Speaking i. use a wide range of vocabulary iv. communicate almost all the required information clearly and effectively.  Objective D: Writing i. use a wide range of vocabulary iv. communicate all the required information with a clear sense of audience and purpose to suit the context.	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences  I. Communication skills - Reading, writing, and using language to gather and communicate information Read critically and for comprehension Take effective notes in class	Vocabulary terms about classroom and school life fields of study and school subjects days of the week class schedules Present tense of -er verbs forming questions in Spanish Present tense of estar Numbers 31-higher
La Familia (Unit 3) 10 Hours	Culture	Form Function	Personal and cultural expression	Culture influences the form and function of language and expression.	Objective A: Listening i. identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts iii. analyse connections in a wide variety of simple authentic texts  Objective B: Reading i. identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts iii. analyse connections in a wide variety of simple authentic texts  Objective C: Speaking i. use a wide range of vocabulary  Objective D: Writing i. use a wide range of vocabulary	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Use intercultural understanding to interpret communication  Thinking VIII. Critical Thinking-Analyzing and evaluating issues and ideas Draw reasonable conclusions and generalizations  Self-management IV. Reflection-(Re-)considering what has been learned; choosing and using ATL skills Develop new skills, techniques, and strategies for effective learning	The Family identifying people professions and occupations Descriptive adjectives Possessive adjectives Present tense of -er and -ir verbs present tense of tener and venir
Los Pasatiempos (Unit 4) 10 Hours	Communication	Function Message	Identities and relationships	The function of messages we communicate is to build relationships and convey our identities.	Objective A: Listening i. identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts ii. analyse conventions in a wide variety of simple authentic texts  Objective B: Reading i. identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts ii. analyse conventions in a wide variety of simple authentic texts  Objective C: Speaking ii. use a wide range of grammatical structures generally accurately  iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices  Objective D: Writing ii. use a wide range of grammatical structures generally accurately  iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback  Thinking VIII. Transfer - Utilizing skills and knowledge in multiple contexts Make connections between subject groups and disciplines  Self-management VI. Affective - Self Motivation Practice analyzing and attributing causes for failure	Pastimes sports places in the city present tense of ir stem-changing verbs: este stem-changing verbs: e verbs with irregular yo forms

Language Acquisition							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Las Vacaciones (Unit 5)  10 Hours	Creativity	Audience Word choice	Personal and cultural expression	Creative use of language and careful word choice to convey personal and cultural expression can improve audience engagement for effective communication of ideas beliefs and values.	Objective C: Speaking iv. communicate almost all the required information clearly and effectively  Objective D: Writing iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices iv. communicate all the required information with a clear sense of audience and purpose to suit the context	Communication I. Communication skills - Reading, writing, and using language to gather and communicate information Paraphrase accurately and concisely  Thinking IX. Creativity and innovation - The skills of invention - developing things and ideas that never existed before Create original works and ideas  Self-management II. Organizational - Managing time and tasks effectively Keep an organized and logical system of files/notebooks	Travel and vacation months of the year seasons and weather ordinal numbers Estar with conditions and emotions The present progressive ser and estar direct object nouns and pronouns
Year 2 Language Acquisition							
La Rutina Diaria (B2U1)  11 Hours	Connections	Conventions Context	Identities and relationships	People form identities and relationships through conventional and contextual connections.	Objective A: Listening ii. analyse conventions in a wide variety of simple and some complex authentic texts iii. analyse connections in a wide variety of simple and some complex authentic texts Objective B: Reading ii. analyse conventions in a wide variety of simple and some complex authentic texts Objective C: Speaking i. use a wide range of vocabulary iii. use clear pronunciation and intonation in a comprehensible manner Objective D: Writing i. use a wide range of vocabulary	Communication I. Communication skills - Reading, writing, and using language to gather and communicate information Make inferences and draw conclusions Make effective summary notes for studying  Social II. Collaboration Skills - Work effectively with others Encourage others to contribute	Daily routine vocabulary Personal hygiene Time expressions Reflexive verbs indefinite and negative words preterite of ser and ir verbs like gustar
La Comida (B2U2)  12 Hours	Culture	Function Purpose	Personal and cultural expression	Along with the purpose of nourishment, common and diverse foods function as envoys of personal cultural expression.	Objective A: Listening i. identify explicit and implicit information (facts, opinions, messages, supporting details) a wide variety of simple and some complex authentic texts iii. analyse connections in a wide variety of simple and some complex authentic texts Objective B: Reading iii. analyse connections in a wide variety of simple and some complex authentic texts Objective C: Speaking ii. use a wide range of grammatical structures generally accurately iv. communicate all the required information clearly and effectively Objective D: Writing ii. use a wide range of grammatical structures generally accurately	Self Management III. Organization - Managing time and tasks effectively Bring necessary equipment and supplies to class  IV. Affective - Managing state of mind - Mindfulness Practice focus and concentration  Thinking VIII. Critical - Analyzing and evaluating issues and ideas Identify obstacles and challenges	Food Food descriptions meals Preterite of stem-changing verbs double object pronouns comparisons superlatives
Las Fiestas (B2U3)  12 Hours	Creativity	Idiom Point of View	Orientation in space and time	Exploring idioms and point of view, especially through varying orientations of place and time, extends people's creativity.	Objective A: Listening i. identify explicit and implicit information (facts, opinions, messages, supporting details) a wide variety of simple and some complex authentic texts ii. analyse conventions in a wide variety of simple and some complex authentic texts Objective B: Reading i. identify explicit and implicit information (facts, opinions, messages, supporting details) a wide variety of simple and some complex authentic texts Objective C: Speaking i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. communicate all the required information clearly and effectively Objective D: Writing iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices iv. communicate all the required information clearly and effectively	Thinking IX. Creative - The skills of invention - developing things and ideas that never existed before Propose metaphors and analogies  Transfer X. Transfer - Utilizing skills and knowledge in multiple contexts Utilize effective learning styles in subject groups and disciplines Apply skills and knowledge in unfamiliar situations	Parties and celebrations personal relationships stages of life Irregular preterites Verbs that change meaning in preterites Que and cual pronouns after prepositions

Language Acquisition							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Connecting with High School Pen Pals  15 Hours	Connections	Purpose and Structure	Identities and Relationships  Global Exploration Identity formation; self-esteem; status; roles and role models	Connections to role models help us develop our identities and relationships when we communicate with purpose and proper structure.	Capable (Phase 3-4) Objective B: Reading i. identify explicit and implicit information (facts, opinions, messages, supporting details) a wide variety of simple and some complex authentic texts ii. analyse conventions in a wide variety of simple and some complex authentic texts iii. analyse connections in a wide variety of simple and some complex authentic texts  Objective D: Writing i. use a wide range of vocabulary  ii. use a wide range of grammatical structures generally accurately  iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices  iv. communicate all the required information with a clear sense of audience and purpose to suit the context	<b>Communication</b> <b>Exchanging thoughts, messages and information effectively through interaction *Give and receive meaningful feedback</b> <b>* Use appropriate forms of writing for different purposes and audiences</b>  <b>Research</b> <b>Media Literacy Skills</b> <b>Interacting with media to use and create ideas and information</b> <b>* Seek a range of perspectives from multiple and varied sources</b>	High school life vocabulary grammar structures organization critical reading writing in response to others friendly letter conventions
<b>Year 3 Language Acquisition</b>							
En el consultorio (B2U4)  11 Hours	Connections	Empathy Word choice	Fairness and development	Connections are made with audiences through careful word choice which build the development of fairness and empathy.	Objective A: Listening ii. analyse conventions in a wide variety of complex authentic texts iii. analyse connections in a wide variety of complex authentic texts Objective B: Reading ii. analyse conventions in a wide variety of complex authentic texts Objective C: Speaking i. use a wide range of vocabulary iii. use clear pronunciation and intonation in a comprehensible manner Objective D: Writing i. use a wide range of vocabulary	Social III. Collaboration Skills - Work effectively with others Take responsibility for one's own actions  Self-Management IV. Affective - Managing states of mind - Resilience Practice dealing with disappointment and unmet expectations  V. Reflection - (Re-)considering what has been learned; choosing and using ATL skills Try new approaches to learning and evaluate their effectiveness	Health and medical terms Parts of the body symptoms and medical conditions health professionals The imperfect tense the preterite and the imperfect constructions with se adverbs
La Tecnología (B2U5)  12 Hours	Communication	Audience Structure Word choice	Scientific and technical innovation	Clarity of communication when using scientific and technical innovation like social media platforms requires careful structure and word choice for audience understanding.	Objective A: Listening i. identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts iii. analyse connections in a wide variety of complex authentic texts Objective B: Reading iii. analyse connections in a wide variety of complex authentic texts Objective C: Speaking ii. use a wide range of grammatical structures generally accurately iv. communicate all the required information clearly and effectively Objective D: Writing ii. use a wide range of grammatical structures generally accurately	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Participate in, and contribute to, digital social media networks Interpret and use effective modes of non-verbal communication (emojis, etc.)  Social II. Collaboration skills - Work effectively with others Use social media networks appropriately to build and develop relationships	Home electronics Computers and the Internet The car and its accessories Familia commands Por and para Reciprocal reflexives stressed and possessive adjectives and pronouns

Language Acquisition							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
La Vivienda (B2U6) 12 Hours	Culture	Meaning Message	Globalization and sustainability	One's meanings and messages of global culture are related to one's home and neighborhood.	<p>Objective A: Listening</p> <p>i. identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts</p> <p>ii. analyse conventions in a wide variety of complex authentic texts</p> <p>Objective B: Reading</p> <p>i. identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts</p> <p>Objective C: Speaking</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in a comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively</p> <p>Objective D: Writing</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices</p> <p>iv. communicate all the required information clearly and effectively</p>	<p>Communication</p> <p>I. Communication skills - Exchanging thoughts, messages and information effectively through interaction</p> <p>Use intercultural understanding to interpret communication</p> <p>Self-management</p> <p>III. Organizational skills - Managing time and tasks effectively</p> <p>Plan short and long term assignments; meet deadlines</p> <p>IV. Affective - Managing state of mind - Self motivation</p> <p>Practice managing self-talk and positive thinking</p>	<p>Parts of a house</p> <p>Household chores</p> <p>table settings</p> <p>Relative pronouns</p> <p>formal usted/ustedes</p> <p>the present subjunctive</p> <p>subjunctive with verbs of will and influence</p>
Senior Citizen Penpals 15 Hours	Culture	Audience Empathy	Identities and Relationships	Connecting with an older audience can help us understand culture, develop empathy, and build identities and relationships.	<p>Capable (Phase 5-6)</p> <p>Objective B: Reading</p> <p>i. identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts</p> <p>ii. analyse conventions in a wide variety of complex authentic texts</p> <p>iii. analyse connections in a wide variety of complex authentic texts</p> <p>Objective D: Writing</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices</p> <p>iv. communicate all the required information with a clear sense of audience and purpose to suit the context</p>	<p>Communication</p> <p>I. Communication skills - Exchanging thoughts, messages and information effectively through interaction</p> <p>Give and receive meaningful feedback</p> <p>I. Communication skills - Reading, writing, and using language to gather and communicate information</p> <p>Read critically and for comprehension</p> <p>Write for a different purpose</p> <p>Social</p> <p>II. Collaboration skills - Work effectively with others</p> <p>Practice empathy</p>	<p>Writer's Voice</p> <p>Complex Sentences</p> <p>Word Choice</p> <p>Transitioning Words (comparing, contrasting, etc.)</p> <p>Verb Tenses: Present, Past, Present Progressive, Present Perfect, Past Perfect, Future, etc.</p>

Language and Literature							
Unit Title	Key Concept	Related Concepts	Global Exploration	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
<b>Year 1 Language &amp; Literature</b>							
Turning Points 25 Hours	Perspective	structure character	Fairness and Development: inequality	Characters and people can adapt and succeed when structure takes an unexpected shift and fairness is obstructed.	Criterion A: Analyzing (i,ii) - Identify and comment upon significant aspects of texts - Identify and comment upon the creator's choices Criterion B: Organizing (i,ii) - employ organizational structures that serve the context and intention - organize opinions and ideas in a sustained, coherent, and logical manner Criterion C: Producing Text (iii) Select relevant details and examples to support ideas.	Thinking - Critical: Consider ideas from multiple perspectives Thinking - Critical: Develop contrary or opposing arguments Thinking - Critical: Develop contrary or opposing arguments	RL.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.6-Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.10-By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
Ancient Realms 25 Hours	Perspective	Genre	Orientation In Space and Time: Turning Points and "big history"	Orientation in space and time provides perspective in various genres.	Criterion B: Organizing (i) Employ organizational structures that serve the context and intention  Criterion D (i,ii,iv,v) use appropriate and varied vocabulary, sentence structures and forms of expression  Write and speak in an appropriate register and style  Spell, write and pronounce with accuracy  Use appropriate non-verbal communication techniques	Communication: Reading, writing, and using language to gather and communicate information- Read a variety of sources for information and for pleasure  Research: Information Literacy Skills: Finding, interpreting, judging, and creating information-Make connections between various sources of information  Thinking: Critical Thinking Skills:Analyzing and evaluating issues and ideas- Evaluate evidence and arguments	RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes). RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.10: By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade
Facing Challenges 25 Hours	Connection	Intertextuality	Fairness and Development: Rights, law, civic responsibility, and the public sphere	Intertextuality allows one to analyze connections in order to assess fairness and development through civil responsibility.	Criterion B: Organizing (i,ii,iii) - employ organizational structures that serve the context and intention - organize opinions and ideas in a sustained, coherent, and logical manner Makes minimal use of references and formatting tools to create a presentation style that may not always be suitable to the context and intention.  Criterion C: Producing Text (ii) .Make stylistic choices in terms of Linguistic, literacy and visual devices, demonstrating awareness of impact on an audience . Select relevant details and examples to support ideas.	Thinking - Creative: Use effective learning strategies in subject groups and disciplines Thinking - Creative: Develop contrary or opposing arguments Thinking - Creative:Propose and evaluate a variety of solutions	RL.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3-Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.6-Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.10-By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
Our Heroes 25 Hours	Communication	Audience Imperatives	Fairness and Development: Imagining a hopeful future	Fictional and nonfictional characters can be compared to analyze fairness and development and communicate to their audience a hopeful future.	Criterion A: Analyzing (i,ii,iii) - Identify and comment upon significant aspects of texts - Identify and comment upon the creator's choices -justify opinions & ideas, using examples, explanations and terminology. -evaluate similarities and differences by connecting features across and within genres and texts  Criterion C: Producing Text(i)Produce text that demonstrates thought and imagination while exploring new perspectives and idea arising from personal engagement with creative process	Thinking - Transfer:Use brainstorming and visual diagrams to generate new ideas and inquiries Thinking - Critical: Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding Thinking - Critical: Develop contrary or opposing arguments	RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes). RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.10: By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade RL.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3-Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.6-Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.10-By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
<b>Year 2 Language &amp; Literature</b>							
In Pursuit 25 Hours	Connections	Theme Character	Personal and Cultural Expression: Belief Systems	Connections are made to personal and cultural expression through the exploration of theme and character.	Criterion A: Analyzing (i,ii) - Identify and comment upon significant aspects of texts - Identify and comment upon the creator's choices Criterion B: Organizing (i,ii) - employ organizational structures that serve the context and intention - organize opinions and ideas in a sustained, coherent, and logical manner	Communication: Reading, writing, and using language to gather and communicate information Communication: Exchanging thoughts, messages and information effectively through interaction Organizational Skills: Managing time and tasks effectively	RI.7.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI.7.2-Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  RI.7.10-By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.



Language and Literature							
Unit Title	Key Concept	Related Concepts	Global Exploration	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
The Powers that Be 25 Hours	Perspective	Theme Self-Expression	Fairness & Development: Power and privilege	Theme is analyzed to determine the perspective of one's motivation behind the struggle to develop and uphold a fairness in society.	<p>Criterion A: Analyzing (i,iii) ·Identify and comment upon significant aspects of texts ·justify opinions &amp; ideas, using examples, explanations and terminology.</p> <p>Criterion B: Organizing (ii) · organize opinions and ideas in a sustained, coherent, and logical manner</p> <p>Criterion C: Producing Text (ii) ·Make stylistic choices in terms of Linguistic, literacy and visual devices, demonstrating awareness of impact on an audience · Select relevant details and examples to support ideas.</p>	<p>Self-Management: Managing time and tasks effectively: Use appropriate strategies for organizing complex informations</p> <p>Communication:Reading, writing, &amp; using language to gather and communicate information:: Paraphrase accurately and concisely</p> <p>Communication: Creative Thinking Skills: Use brainstorming and visual diagrams to generate new ideas and inquiries</p>	<p>RI.7.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2-Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3-Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.</p> <p>RI.7.10-By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.</p>
The Refugee 25 Hours	Perspective	Context, point of view	Orientation in space and time	Orientation in space and time and authors' perspectives affect readers' point of view of literary text and the concept of security and freedom.	<p>Criterion B:Organizing (i) ·Employ organizational structures that serve the context and intention</p> <p>Criterion D (i,ii,iv,v) use appropriate and varied vocabulary, sentence structures and forms of expression ·Write and speak in an appropriate register and style ·spell, write and pronounce with accuracy ·use appropriate non-verbal communication techniques</p>	<p>Research:Informational Literacy Skills Finding, interpreting judging, and creating information-Use critical literacy skills to analyze and interpret media communications</p> <p>Research:Informational Literacy Skills Finding, interpreting judging, and creating information-Understand and implement intellectual property rights</p> <p>Communication:Reading, writing, and using language to gather and communicate information.-Use a variety of organizers for academic writing tasks.</p> <p>Communication:Reading, writing, and using language to gather and communicate information.-Finding information for disciplinary</p>	<p>RL.7.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2-Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.7.3-Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.7.6-Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.7.10-By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.</p>
The Bridge Home 25 Hours	Connections	Setting, theme, character	Identities and Relationships: Identity formation	We can connect to characters by relating to the theme or the setting as we create our own identity.	<p>Criterion A: Analyzing (i,iii) ·Identify and comment upon significant aspects of texts</p> <p>Criterion B: Organizing (i,III) · employ organizational structures that serve the context and intention Use referencing and formatting tools to create a presentation style suitable to the context and intentions</p>	<p>Transfer Skills: Generating novel ideas and considering new perspectives-Practice visible thinking strategies and techniques</p> <p>Critical Thinking Skills: Analyzing and evaluating issues and ideas- Evaluate and manage risk</p> <p>Research:Information Literacy Skills Finding, interpreting, judging, and creating information-Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</p>	<p>7.RL.4:Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>7.RL.5:Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.</p> <p>7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7.RL.7:Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>7.RL.9:Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.1-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2-Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
Year 3 Language and Literature							
Suspense 25 Hours	Creativity	Audience Imperatives	Personal & Cultural Expression: Artistry	Writers use creative artistry and expression to position audiences to respond in a particular way.	<p>Criterion A: Analyzing (ii,iv) justify opinions and ideas, using examples, explanations and terminology</p> <p>Criterion C: Producing Text (i,ii,iii) ·produce text that demonstrates thought and imagination while exploring new perspectives and ideas arising from personal engagement with creative process. ·Make stylistic choices in terms of Linguistic, literacy and visual devices, demonstrating awareness of impact on an audience ·Select relevant details and examples to support ideas.</p>	<p>Thinking:Transfer Skills: Make unexpected or unusual connections between objects and/or ideas</p> <p>Social: Collaboration Skills-Working effectively with others: Listen actively to other perspectives and ideas</p> <p>Thinking-Critical Thinking:Draw reasonable conclusions and generalizations</p> <p>Thinking- Transfer Skills: Generate metaphors and analogies</p> <p>Communication-Reading, writing, &amp; using language to gather and communicate information: Structure information in summaries, essays, and reports</p>	<p>RI.8.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.10-By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.</p>

Language and Literature							
Unit Title	Key Concept	Related Concepts	Global Exploration	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
A Moral Compass 25 Hours	Communication	Purpose	Identities and Relationships: moral reasoning and ethical judgment	Through various forms of communication, human beings draw upon their experiences, identities, and relationships to institute a purpose when making moral reasoning and ethical judgment.	<p>Criterion C: Producing Text(iii) Select relevant details and examples to support ideas.</p> <p>Criterion D: Using Language (ii,iii,iv) -write and speak in an appropriate register and style -use correct grammar, syntax and punctuation -spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>	<p>Communication:Reading, writing, &amp; using language to gather and communicate information: Structure information in summaries, essays, and reports Thinking:Critical Thinking:Draw reasonable conclusions and generalizations Research:Media Literacy Skills: Compare, contract, and draw connections among (multi)media resources</p>	<p>RL.8.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings: analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.10-By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.</p>
Empathy 25 Hours	Connection	Purpose	Identities and relationships: Human nature and human dignity	Connections between human nature and human dignity as explored through identity give purpose to understanding the world.	<p>Criterion B: Organizing (ii.iii) Organize opinions and ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style suitable to the context and intentions</p> <p>Criterion C: Producing Text (i) Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p>	<p>Communication: Reading, writing, and using language to gather and communicate information-Write for different purposes</p> <p>Communication: Reading, writing, and using language to gather and communicate information-Preview and skim texts to build understanding</p> <p>Communication: Reading, writing, and using language to gather and communicate information-Take effective notes</p>	<p>RL.8.1Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.7Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.-.10-By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.</p>
All for Love 25 Hours	Perspective	Style	Fairness and Development: difference and inclusion:	Contemporary topics such as love and fairness are depicted in various styles such as art and song, despite cultural prejudices that include perspective differences and barriers of inclusion that stand in the way of love.	<p>Criterion A: Analyzing (i, iv)Identify and comment upon significant aspects of textIdentify similarities and differences in features within and between texts</p> <p>Criterion B:Organizing (iii) Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>Criterion C: Producing Text(i)Produce text that demonstrates thought and imagination while exploring new perspectives and idea arising from personal engagement with creative process</p>	<p>Communication: Exchanging thoughts, messages and information effectively through interaction-Collaborate with peers and experts using a variety of digital environments and media</p> <p>Research-Information Literacy Skills-Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</p> <p>Thinking- Critical Thinking Skills Analyzing and evaluating issues and ideas-Develop contrary or opposing arguments</p>	<p>8.RL.1Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>

Mathematics							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
<b>Year 1 Mathematics</b>							
Beauty in Patterns 22 Hours	Form	Representation Patterns	Personal and cultural expression	The form of numerical patterns can be represented in nature and expressed through personal and cultural creativity.	B. Investigating patterns i. select & apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings  C. Communicating iv. communicate complete, coherent & concise mathematical lines of reasoning	I. Communication Exchanging thoughts, messages and information effectively through interaction Use appropriate forms of writing for different purposes and audiences VIII. Critical thinking - Analyzing and evaluating issues and ideas Evaluate evidence and arguments Test generalizations and conclusions	Find LCM & GCF Describe patterns & significant deviations (outliers) Look for patterns & structure to help make connects across mathematical ideas or concepts
Graph Your Story 22 Hours	Form	Change Generalization Representations	Personal and cultural expression	A representation of specific and generalized change can be expressed in different forms.	C. Communicating iv. communicate complete, coherent & concise mathematical lines of reasoning v. organize information using a logical structure. D. Applying mathematics in real-life contexts i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations	I. Communication -Reading, writing, and using language to gather and communicate information Make inferences and draw conclusions Use and interpret a range of discipline-specific terms and symbols Structure information in summaries, essays and reports	Use variables to represent two quantities that change in relationship to one another to solve mathematical problems in real-world context Write an equation to express one quantity in terms of the other quantity Analyze the relationship between the dependent & independent variables using graphs & tables, & relate these to the equation
Road Tripping 22 Hours	Logic	Justification Models	Globalizations & Sustainability	Logical models assist the connection and justification between local and global processes.	A. Knowing & understanding i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations D. Applying mathematics in real-life contexts i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations	IV. Affective - Managing state of mind Mindfulness Practice strategies to develop mental quiet and overcome distractions Perseverance Demonstrate persistence and perseverance Self-motivation Practice managing self-talk and positive thinking	Solve mathematical problems & problems in real-world context by graphing points, find distances between points Finance, budget (decimals)
Survey Says 22 Hours	Relationships	Representations	Orientation in space and time	Relationships along with orientation in space and time affect representations and interpretation of data.	C. Communicating iv. communicate complete, coherent & concise mathematical lines of reasoning v. organize information using a logical structure. D. Applying mathematics in real-life contexts i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations	VIII. Critical thinking -Analyzing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Interpret data Draw reasonable conclusions and generalizations	Recognize a statistical question Understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, & overall shape Display & interpret numerical data by creating histograms, dot plots, &/or box plots Summarize numerical data sets in relation to their context
<b>Year 2 Mathematics</b>							
Navigating the Future 22 Hours	Logic	Representation Generalization Patterns	Identities and Relationships Exploration:  Global Exploration Physical, psychological and social development; transitions; health and well-being; lifestyle choices	Logic is a powerful tool for generalizing representations between relationships and patterns to make future decisions for lifestyle choices.	A)Knowing and Understanding: i, ii, iii B)Investigating Patterns: i C) Communicating: i, ii, iii, iv, v D) Applying mathematics in real-life contexts: i, ii, iii, iv, v	I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Use appropriate forms of writing for different purposes and audiences Reading, writing, and using language to gather and communicate information Use and interpret a range of discipline-specific terms and symbols Paraphrase accurately and concisely	7NS.A.1 Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  7.NS.A.2 Multiply and divide integers and other rational numbers.

Mathematics							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Area, Surface Area, and Volume  22 Hours	Development	Measurement Space	Globalization and sustainability	The formation of space measurement has allowed for the development of globalization.	A: knowing and Understanding i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.	I. Communication negotiate ideas and knowledge with peers and teachers make inferences and draw conclusions VIII. Critical Thinking Draw reasonable conclusion and generalizations	7.G.B Solve mathematical problems and problems in real-world context involving angle measure, area, surface area, and volume. 7.G.B.4: Understand and use the formulas for the area and circumference of a circle to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. 7.G.B.5: Use facts about supplementary, complementary, vertical, and adjacent angles in multi-step problems to write and solve simple equations for an unknown angle in a figure. 7.G.B.6: Solve mathematical problems and problems in a real-world context involving area of two-dimensional objects composed of triangles, quadrilaterals, and other polygons. Solve mathematical problems and problems in real-world context involving volume and surface area of three-dimensional objects composed of cubes and right prisms
Equations and Inequalities  22 Hours	Change	Equivalence Justification	Scientific and technical innovation	Scientific and technical innovations allow for changes that create justifications and equivalences in the real world.	D: Applying mathematics in real life context. i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. justify the degree of accuracy of a solution v. justify whether a solution makes sense in the context of the authentic real-life situation.	I. Communication Skills Make inferences and conclusions Understand and use mathematical notation Organize and depict information logically  II. Collaboration Skills Help others to success Make fair and equitable decisions encourage others to contribute  III. Organization skills Keep and use a weekly planner for assignments	7.EE.B Solve mathematical problems and problems in real-world context using numerical and algebraic expressions and equations. 7.EE.B.3: Solve multi-step mathematical problems and problems in real world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. For example, If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50 per hour. 7.EE.B.4: Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems. a. Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$ , where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. b. Solve word problems leading to inequalities of the form $px+q > r$ or $px+q < r$ , where p, q, and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

Mathematics							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Statistics/ bivariate data 22 Hours	Relationships	Patter Representation	Globalization and sustainability	Finding global patterns in the natural world helps understand relationships between different things.	Objective B: Investigating patterns i. select and apply mathematical problem- solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules.	Self Management III. Organization skills Plan short- and long-term assignments; meet deadlines Bring necessary equipment and supplies to class Keep an organized and logical system of information files/notebooks Use appropriate strategies for organizing complex information  Thinking VIII. Critical-thinking skills Interpret data Evaluate evidence and arguments	Statistics and Probability (SP) 7.SP.A Use random sampling to draw inferences about a population. 7.SP.A.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 7.SP.A.2: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.  7.SP.B Draw informal comparative inferences about two populations. 7.SP.B.3: Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. 7.SP.B.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
Year 3 Mathematics							
Systems of Equations 20 Hours	Systems	Models Patterns Representation	Globalization and sustainability	Mathematical representation and modeling of patterns can be used to develop globalized systems.	Objective D: Applying mathematics in real-life contexts i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. explain whether a solution makes sense in the context of the authentic real-life situation.	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Interpret and use effective modes of nonverbal communication techniques and use them purposefully. Self-management III. Organizational - Managing time and tasks effectively Select and use technology effectively and productively	8.EE.B Understand the connections between proportional relationships, lines, and linear equations. 8.EE.B.5: Graph proportional relationships interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.  8.EE.C Analyze and solve linear equations, inequalities, and pairs of simultaneous linear equations.  8.EE.C.8 Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations including cases of no solution and infinite number of solutions. Solve simple cases by inspection. c. Solve mathematical problems and problems in real-world context leading to two linear equations in two variables
Transformations, Congruence, and Similarity 22 Hours	Form	Change Patterns	Personal and cultural expression	Breaking down forms and patterns lead to an understanding of change which enhances creativity, adding to our ability to engage in personal and cultural expression.	Objective A: knowing and understanding III. Solve problems correctly in a variety of contexts  Objective B: Investigating patterns i Select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/ or general rules consistent with findings iii. verify and justify relationships and/ or general rules.  Objective D: Apply mathematics in real-life context i. identify relevant elements of authentic real-life situations v. explain whether a solution makes sense in the context of the authentic real-life situations	I. Communication - Reading, writing, and using language to gather and communicate information use and interpret a range of discipline*specific terms and symbols VIII. Critical Thinking - Analyzing and evaluating issues and ideas analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding Propose and evaluate a variety of solutions	Geometry 8.G.A Understand congruence and similarity. 8.G.A.1: Verify experimentally the properties of rotations, reflections, and translations. Properties include: lines are taken to lines, line segments are taken to line segments of the same length, angles are taken to angles of the same measure, parallel lines are taken to parallel lines. 8.G.A.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 8.G.A.4: Understand that a two-dimensional figure is similar to another if, and only if, one can be obtained from the other by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that demonstrates similarity

Mathematics							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Exponents and Scientific Notation  24 Hours	Form	Models measurement	Orientation in space and time	Models help measure human impact on the Earth over space and time.	Objective C: Communicating i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete and coherent mathematical lines of reasoning v. organize information using a logical structure.	I. Communication Skills Collaborate with peers and experts using a variety of digital environments and media Take effective notes in class Make effective summary notes for study organize and depict information logically	8.EE.A Work with radicals and integer exponents. 8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and express how many times larger or smaller one is than the other. 8.EE.A.4 Perform operations with numbers expressed in scientific notation including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.
Pythagorean Theorem  22 Hours	Form	Measurement Justification	Globalization and sustainability	Sustainability and globalization occurs with the help of engineering and architecture which measure forms using precise justifications.	Objective A: Knowing and Understanding select appropriate mathematics when solving problems in both familiar and unfamiliar situations  apply the selected mathematics successfully when solving problems  solve problems correctly in a variety of contexts.  Objective B: Investigating Patterns i. select and apply mathematical problem- solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules.	I. Communication skills Give and receive meaningful feedback Make inferences and Draw conclusions Take effective notes in class II. Collaboration skills Build consensus Listen actively to others perspectives and ideas III. Organization skills Keep an organized and logical system of information files/notebooks Select and use technology effectively and productively	8.G.B Understand and apply the Pythagorean Theorem. 8.G.B.6: Understand the Pythagorean Theorem and its converse. 8.G.B.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world context and mathematical problems in two and three dimensions. 8.G.B.8: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Physical and Health Education							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Year 1 P&HE							
Basketball 15 Hours	Communication	Balance Interaction	Orientation in space and time	Communication can be used to create successful interaction and balance in space and time.	<p>A: Knowing and understanding</p> <p>i. outline physical and health education factual, procedural and conceptual knowledge</p> <p>ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology to communicate understanding.</p> <p>B. Planning for Performance</p> <p>i. identify goals to enhance performance</p> <p>ii. construct and outline a plan for improving physical activity and health.</p> <p>C: Applying and performing</p> <p>i. recall and apply a range of skills and techniques</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively.</p>	<p>Communication</p> <p>I. Communication skills: Exchanging thoughts, messages and information effectively through interaction.</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>Social</p> <p>II. Collaboration skills: Working effectively with others</p> <p>Help others to succeed</p> <p>Manage and resolve conflicts and work collaboratively in teams</p>	S5.M6.8 - Demonstrates respect for self and others by asking for help and helping others, following the rules, playing in the spirit of the game, encouraging others, and providing support to classmates in various physical activities.
Wellness 10 Hours	Change	Adaptation Choice	Identities and relationships	Our identities and relationships with health and wellness change as we make choices for lifestyle adaptations.	<p>Objective A: Knowing and understanding</p> <p>i. outline physical and health education factual, procedural and conceptual knowledge</p> <p>ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology to communicate understanding.</p> <p>D: Reflecting and improving performance</p> <p>i. identify and demonstrate strategies to enhance interpersonal skills</p> <p>ii. describe the effectiveness of a plan based on the outcome</p> <p>iii. describe and summarize performance.</p>	<p>SELF MANAGEMENT</p> <p>III Organizational skills- Managing time and tasks effectively</p> <p>Plan short and long term assignments; meet deadlines</p> <p>Set goals that are challenging and realistic</p> <p>IV Affective skills</p> <p>Managing state of mind- Perseverance</p> <p>Practice delaying gratification</p>	<p>S1.C1.PO1. Analyze the relationship between healthy behaviors and personal health</p> <p>S6.C2.PO1. Develop a goal to adopt, maintain, or improve a personal health practice</p> <p>S6.C2.PO2. Apply strategies and skills needed to attain a personal health goal</p>
Jumprope 15 Hours	Development	Choice Adaptation Refinement	Personal and cultural expression  Global Exploration Artistry, craft, creation, beauty	Development is an evolutionary process that involves choice, adaptation, and refinement as well as personal or cultural expression.	<p>Criterion B: Planning for Performance</p> <p>At the end of year 1, students should be able to:</p> <ul style="list-style-type: none"> <li>i. identify goals to enhance performance</li> <li>ii. construct and outline a plan for improving physical activity and health.</li> </ul> <p>Criterion C: Applying and performing</p> <p>At the end of year 1, students should be able to:</p> <ul style="list-style-type: none"> <li>i. recall and apply a range of skills and techniques</li> <li>ii. recall and apply a range of strategies and movement concepts</li> </ul> <p>iii. Recall and apply information to perform effectively</p> <p>D: Reflecting and improving performance</p> <p>i. identify and demonstrate strategies to enhance interpersonal skills</p> <p>ii. describe the effectiveness of a plan based on the outcome</p> <p>iii. describe and summarize performance.</p>	<p>evaluate and manage risk.</p> <p>practice mindfulness</p> <p>*Practice being aware of body* mind connections</p>	S1.M1.8 - Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
Year 2 P&HE							
Basketball 15 Hours	Relationships	Choice Function	Fairness and development	To build relationships and function successfully, team members must choose fairness while following game rules during game-play.	<p>A: Knowing and understanding</p> <p>i. describe physical and health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding.</p> <p>B. Planning for Performance</p> <p>i. outline goals to enhance performance</p> <p>ii. design and explain a plan for improving physical performance and health.</p> <p>C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. outline and apply information to perform effectively.</p>	<p>Social</p> <p>II. Collaboration skills: Working effectively with others.</p> <p>Take responsibility for one's own actions</p> <p>Make fair and equitable decisions</p> <p>Self-management</p> <p>IV. Affective skills: Managing state of mind - Emotional management</p> <p>Practice strategies to overcome impulsiveness and anger</p>	S4.M6.8 - Applies rules and fair play by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters.

Physical and Health Education							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Wellness 10 Hours	Relationships	Interaction Balance	Personal and cultural expression	Personal and cultural expression, including relationships and interactions with self, family, and friends, have an effect on our balance.	Objective A: Knowing and understanding i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding. D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance.	Thinking VIII. Critical - Analyzing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Propose and evaluate a variety of solutions  Research VI. Information Literacy - Finding, interpreting, judging, and creating information Access information to be informed and inform others	S1.C3.PO4. Describe how family history can affect personal health  S2.C1.PO2. Describe the influence of culture on health beliefs, practices, and behaviors  S2.C1.PO3. Analyze how peers influence healthy and unhealthy behaviors
Jumprope 15 Hours	Change	Energy Space Refinement	Scientific and technical innovation	The scientific and technical innovation and refinement of equipment and space will cause a change in energy and performance outcomes.	Criterion B: Planning for Performance  At the end of year 2, students should be able to: i. outline goals to enhance performance ii. design and explain a plan for improving physical performance and health.  Criterion C: Applying and performing  i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively.  Criterion D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance.	Self-management III. Organization Create plans to prepare for summative assessments (exams and performances) Keep an organized and logical system of files/notebooks  Research VI. Information Literacy Collect, record, and verify data Process data and report results  Thinking VIII. Critical Draw reasonable conclusions and generalizations	S3.M7.8 - Compares and contrasts health- and skill- related fitness components.  S3.M13.8 - Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.
Year 3 P&HE							
Basketball 15 Hours	Development	Movement Refinement	Scientific and technical innovation	The development of a scientific and technical innovation for maximizing pre-game physical readiness will enhance the refinement of movement.	A: Knowing and understanding i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding.  B. Planning for Performance i. outline goals to enhance performance ii. design and explain a plan for improving physical performance and health.  C: Applying and performing i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. outline and apply information to perform effectively.	Self Management IV. Affective - Managing state of mind - Mindfulness Practice being aware of body-mind connections Self-Motivation Practice analyzing and attributing causes for failure  Research VI. Information Literacy Finding, interpreting, judging, and creating information Collect and analyse data to identify solutions and/or make informed decisions	S3.M9.8 - Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.
Wellness 10 Hours	Communication	Refinement Systems	Fairness and development	By applying the ethics of fairness and development and through the refinement of communication systems we can enhance the health and wellness of our students and families.	Objective A: Knowing and understanding i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding. D: Reflecting and improving performance i. describe and demonstrate strategies to enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance.	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Participate in, and contribute to, digital social media networks Collaborate with peers and experts using a variety of digital environments and media Share ideas with multiple audiences using a variety of digital environments and media  Thinking IX Creativing and innovation - The skills of invention - developing things and ideas that never existed before Apply existing knowledge to generate new ideas, products or processes	S3.C2.PO1. Access valid health information from home, school, and community S4.3C.PO1. Identify ways to ask for assistance to enhance the health of self and others  S8.C2.PO1. Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools



Physical and Health Education							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Jump Rope 15 Hours	Communication	Interaction Environment Perspective	Identities and relationships	Developing a team performance that highlights identities and relationships requires clarity of communication for productive interaction to exchange perspectives in a cooperative environment.	<p>Criterion B: Planning for Performance</p> <p>At the end of year 2, students should be able to:</p> <p>i. outline goals to enhance performance</p> <p>ii. design and explain a plan for improving physical performance and health.</p> <p>Criterion C: Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. outline and apply information to perform effectively.</p> <p>Criterion D: Reflecting and improving performance</p> <p>i. describe and demonstrate strategies to enhance interpersonal skills</p> <p>ii. explain the effectiveness of a plan based on the outcome</p> <p>iii. explain and evaluate performance.</p>	<p>Category: Communication</p> <p>Skill Cluster:</p> <p>I. Communication skills: Exchanging thoughts, messages and information effectively through interaction</p> <p>Skill Indicator:</p> <p>Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>Category: Social</p> <p>Skill Cluster:</p> <p>Collaboration Skills - Work effectively with others</p> <p>Skill Indicator:</p> <p>Delegate and share responsibility for decision-making</p> <p>Manage and resolve conflicts and work collaboratively in teams</p>	<p>S1.M1.8 - Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.</p> <p>S4.M4.8 - Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p> <p>S4.M5.8 - Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.</p>

Sciences							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
<b>Year 1 Science</b>							
Energy & Our Climate 18 Hours	Change	Consequences Energy	Fairness and development	The change of a system has consequences on the development & function of energy contained within.	<p>A. Knowing &amp; understanding i. explain scientific knowledge ii. apply scientific knowledge &amp; understanding to solve problems set in familiar &amp; unfamiliar situations</p> <p>D. Reflecting on the impacts of science i. explain the ways in which science is applied &amp; used to address a specific problem or issue ii. discuss &amp; evaluate the various implications of the use of science &amp; its application in solving a specific problem or issue iii. apply scientific language effectively</p>	<p>I. Communication Reading, writing, and using language to gather and communicate information Read critically and for comprehension</p> <p>II. Collaboration Work Effectively with others Encourage others to contribute</p> <p>X. Transfer Utilizing skills and knowledge in multiple contexts Combine knowledge, understanding and skills to create products or solutions</p>	Use evidence to construct an argument regarding the impact of human activities on the environment & how they positively & negatively affect the competition for energy & resources in ecosystems. (6.L.2U3.11) Develop and use models to demonstrate the interdependence of organisms & their environment including biotic & abiotic factors. (6.L2U1.13)
Human impact on ecosystems 18 Hours	Change	Environment Interaction	Orientation in space and time	Organisms are more likely to survive over time when they change and adapt as they interact to their environment.	<p>B. Inquiring &amp; designing i. explain a problem or question to be tested by scientific investigation ii. formulate a testable hypothesis &amp; explain it using scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation D. Reflecting on the impacts of science i. explain the ways in which science is applied &amp; used to address a specific problem or issue</p>	<p>VIII. Critical thinking Analyzing and evaluating issues and ideas Practice observing carefully in order to recognize problems Gather and organize relevant information to formulate an argument Draw reasonable conclusions and generalizations</p>	Use evidence to construct an argument regarding the impact of human activities on the environment & how they positively & negatively affect the competition for energy & resources in ecosystems. (6.L.2U3.11) Develop and use models to demonstrate the interdependence of organisms & their environment including biotic & abiotic factors. (6.L2U1.13)
Plate Tectonics 18 Hours	Systems	Function Form	Scientific & technical innovation	Scientific and technical models of systems function to show the patterns of Earth's movement.	<p>B. Inquiring &amp; designing i. explain a problem or question to be tested by scientific investigation ii. formulate a testable hypothesis &amp; explain it using scientific reasoning C. Processing &amp; evaluating iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation D. Reflecting on the impacts of science i. explain the ways in which science is applied &amp; used to address a specific problem or issue</p>	<p>I. Communication Reading, writing, and using language to gather and communicate information Preview and skim texts to build understanding III. Organization Managing time and tasks effectively Keep and use a weekly planner for assignments Set goals that are challenging and realistic</p>	Use evidence to construct an argument regarding the impact of human activities on the environment & how they positively & negatively affect the competition for energy & resources in ecosystems. (6.L.2U3.11) Develop and use models to demonstrate the interdependence of organisms & their environment including biotic & abiotic factors. (6.L2U1.13)
States of matter 18 Hours	Relationship	Consequences Interaction	Scientific & technical innovation	Scientific innovation allows one to observe how matter changes form depending on the consequences of the relationship and interactions with the surrounding environment.	<p>A. Knowing &amp; understanding i. explain scientific knowledge ii. apply scientific knowledge &amp; understanding to solve problems set in familiar &amp; unfamiliar situations iii. analyze &amp; evaluate information to make scientifically supported judgements</p>	<p>VIII. Critical thinking Analyzing and evaluating issues and ideas Analyse complex concepts and projects to their constituent parts and synthesize them to create new understanding Revise understanding based on new information and evidence</p>	Analyze & interpret data to show that changes in states of matter are caused by different rates of movement of atoms in solids, liquids & gases (Kinetic Theory). (6.P1U1.1) Plan & carry out an investigation to demonstrate that variations in temperature &/or pressure affect changes in state of matter. (6.P1U1.2)
<b>Year 2 Science</b>							

Sciences							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Cells 20 Hours	Relationships	Interaction	Scientific and technical innovation	Adaptation is a form of interaction in which different relationships show their progress.	Objective A: knowing and understanding i. describe scientific knowledge iii. analyze information to make scientifically supported judgements  Objective D: Reflecting on the impact of science i. describe the ways in which science is applied and used to address a specific problem or issue  iii. apply scientific language effectively iv. document the work of others and sources of information used.	Communication: I. Communication skills Collaborate with peers and experts using a variety of digital environments and media Read critically and for comprehension Read a variety of sources for information and for pleasure Preview and skim texts to build understanding Take effective notes in class  Research VI. Information literacy skills Process data and report results Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Understand and use technology systems	Life Science L1: Organisms are organized on a cellular basis and have a finite life span. L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms. L3: Genetic information is passed down from one generation of organisms to another. L4: The unity and diversity of organisms, living and extinct, is the result of evolution. 7.L1U1.8: Obtain, evaluate, and communicate information to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things. 7.L1U1.9: Construct an explanation to demonstrate the relationship between major cell structures and cell functions (plant and animal). 7.L1U1.10: Develop and use a model to explain how cells, tissues, and organ systems maintain life (animals). 7.L1U1.11: Construct an explanation for how organisms maintain internal stability and evaluate the effect of the external factors on organisms' internal stability. 7.L2U1.12: Construct an explanation for how some plant cells convert light energy into food energy.
Earth External Processes 20 Hours	Systems	Balance	Identities and relationships	There are systems that must keep a certain balance in order for them to successfully function in a delicate relationship.	Objective B: inquiring and designing describe a problem or question to be tested by a scientific investigation  outline a testable hypothesis and explain it using scientific reasoning  describe how to manipulate the variables, and describe how data will be collected  design scientific investigations.	Thinking VIII. Critical thinking skills Use models and simulations to explore complex systems and issues IX. Creative thinking skills Make guesses, ask "what if" questions and generate testable hypotheses Practise visible thinking strategies and techniques X. Transfer Skills make connections between subject groups and disciplines	Earth and Space 7.E1U1.5: Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere.  7.E1U1.6: Construct a model to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.
Rocks and Minerals 20 Hours	Change	Form	Orientation in space and time	Environmental changes in time and space change the original form of its surroundings	Objective B: Inquiring and designing describe how to manipulate the variables, and describe how data will be collected  design scientific investigations.	Communication I. Communication skills Use a variety of media to communicate with a range of audiences Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with peers and teachers  Self Management Organization skills Set goals that are challenging and realistic Plan strategies and take action to achieve personal and academic goals Select and use technology effectively and productively IV. Affective Skills Resilience Practise "bouncing back" after adversity, mistakes and failures	Earth and Space 7.E1U1.5: Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere.  7.E1U1.6: Construct a model to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.
Newton's Laws 20 Hours	Systems	Creativity Movement Transformation	Personal and cultural expression	Innovative systems transform matter, movement, and energy to satisfy personal and cultural expression and the ways in which we reflect on, extend and enjoy our creativity	Knowing and Understanding: i, ii, iii Inquiring and designing: i, ii, iii, iv Processing and evaluating: i, ii, iii, iv, v Reflecting on the impacts of science: i, ii, iii,	VIII. Critical Thinking - Analyzing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Interpret data Draw reasonable conclusions and generalizations	7.P3U1.4 Use non-algebraic mathematics and computational thinking to explain Newton's Laws of Motion
Year 3 Science							
Nature's Laws 22 Hours	Relationships	Energy Movement	Scientific and technical innovation  Global Exploration Modernization	The relationship between energy and movement has enhanced scientific and technical innovation.	Criterion D: Reflecting on the impacts of science At the end of year 1, students should be able to: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.	I. Communication - Reading, writing, and using language to gather and communicate information Use and interpret a range of discipline-specific terms and symbols Create references and citations, using footnotes/endnotes and construct a bibliography according to recognized conventions  VI. Information Literacy Finding, interpreting, judging, and creating information Make connections between various sources of information	Laws of Nature: Energy and Movement  P2: Objects can affect other objects at a distance.  P3: Changing the movement of an object requires a net force to be acting on it.  P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Sciences							
Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	ATL skills	Content
Waves 24 Hours	Systems	Transformation Movement	Scientific and technical innovation	Innovation, industrialization, and engineering are used to find the various transformations and movements within systems.	Objective B: Inquiring and designing i. outline a testable hypothesis and explain it using scientific reasoning  iv. design scientific investigations. Objective C: Processing and evaluating ii. interpret data and describe results using scientific reasoning  Objective D: Reflecting on the impact of science i. describe the ways in which science is applied and used to address a specific problem or issue	Social II. Collaboration skills Listen actively to other perspectives and ideas Negotiate effectively Encourage others to contribute Exercise leadership and take on a variety of roles within groups  V. Reflection skills Keep a journal to record reflections	8.E1U3.7 Obtain, evaluate, and communicate information about data and historical patterns to predict natural hazards and other geological events. Earth and Space Science E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate. E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.
Energy 24 Hours	Relationships	Energy	Identities and relationships	The relationship between various forms of energy helps us classify and identify other relationships within each system.	Objective B: Inquiring and designing describe a problem or question to be tested by a scientific investigation outline a testable hypothesis and explain it using scientific reasoning describe how to manipulate the variables, and describe how data will be collected design scientific investigations.  Objective D: Reflecting on the impact of science describe the ways in which science is applied and used to address a specific problem or issue discuss and analyse the various implications of the use of science and its application in solving a specific problem or issue apply scientific language effectively document the work of others and sources of information used.	Research VII. Media Literacy Skills Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Compare, contrast and draw connections among (multi) media resources Thinking VIII. Critical thinking skills Develop contrary or opposing arguments Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding	P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event. L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms. 8.P1U1.1: Develop and use a model to demonstrate that atoms and molecules can be combined or rearranged in chemical reactions to form new compounds with the total number of each type of atom conserved. 8.P1U1.2: Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties. 8.P4U1.3: Construct an explanation on how energy can be transferred from one energy store to another.
Fossils 20 Hours	Change	Environment	Orientation in space and time	The orientation of time and space affects the change in the surrounding environment.	Objective A: Knowing and understanding describe scientific knowledge  apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  analyse information to make scientifically supported judgments. Objective B: Inquiring and designing ii. outline a testable hypothesis and explain it using scientific reasoning  iii. describe how to manipulate the variables, and describe how data will be collected	Communication i. Communication skills collaborate with peers and experts using a variety of digital environments and media Read critically and for comprehension Social II. Collaboration skills negotiate effectively Use appropriate strategies for organizing complex information Thinking VIII. Critical thinking skills Develop contrary and opposing arguments	8.E1U1.6 : Analyze and interpret data about the Earth's geological column to communicate relative ages of rock layers and fossils.  8.E1U3.7: Obtain, evaluate, and communicate information about data and historical patterns to predict natural hazards and other geological events.  8.E1U3.8: Construct and support an argument about how human consumption of limited resources impacts the biosphere

Interdisciplinary Units (IDUs)									
Unit Title	Subject Groups	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Subject Group Objectives	MYP Subject Group Objectives	ATL skills	Purpose of Integration
<b>Year 1</b>									
AgriPV 25 Hours	Science Design	Communities	Collaboration Resources	Globalization & Sustainability  manipulate the environment for sustainable future	The use of collaboration and resources within communities can maximize sustainability and promote globalization in which sharing processes benefits other communities.	Design  A: Inquiring and analyzing (i) explain and justify the need for a solution to a problem B: Developing ideas (iii) present the chosen design C: Creating the solution (i) outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution D: Evaluating (iii) outline how the solution could be improved	Science  A: Knowing and understanding (i) outline scientific knowledge B: Inquiring and designing (i) outline an appropriate problem or research question to be tested by a scientific investigation C: Processing and evaluating (i) present collected and transformed data D: Reflecting on the impact of science (iii) apply scientific language effectively	Category: Self-management skills  Skill indicator: Plan the creation of a solution.	The purpose of this unit is to engage students in sustainability and action through the use of science and design, and the topic of the symbiotic use of gardening and solar. Students will gain understanding into sustainable garden design and development, and how such processes can create solutions for communities.
<b>Year 2</b>									
Agricultural Revolution 25 Hours	Individuals and Societies & Language and Literature	Time, place & space Change	Equity Conflict	Fairness and development: Imagining a hopeful future	Time, place, and space are linked to equity and conflict, which have a direct impact that can be changed to imagine a hopeful future.	Individuals and Societies  Knowing & Understanding i. Use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. Investigating iii. Use research methods to collect and record relevant information	Language and Literature  Analyzing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts Organizing employ organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention.	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction *Share ideas with multiple audiences using a variety of digital environments and media  Research VI. Information Literacy - Finding, interpreting, judging, and creating information *Collect, record, and verify data  Thinking X. Transfer - Utilizing skills and knowledge in multiple contexts *compare conceptual understanding across multiple subject groups and disciplines *transfer current knowledge to learning of new technologies	<ul style="list-style-type: none"> <li>• In subject 1, students will build an understanding of the agricultural revolution, connect the foods they eat to their fundamental resource, and identify the correlation to the United Nations 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership.</li> <li>• In subject 2, students will read about an individual who focuses on the legacy of the famed labor leader whose activism still resonates today with many.</li> <li>• During the interdisciplinary teaching and learning process, students will combine their learning from both subjects to identify how the knowledge of agriculture revolutions directly impacted individuals such as Cesar Chavez. students will bring the learning from each participating subject together in order to complete the integrated summative task(s)) where they will use the United Nations Sustainable Development Goals to educate their community.</li> </ul>
<b>Year 3</b>									
AgriPV 25 Hours	Individuals & Societies Science	Systems	Environment Energy	Globalization & Sustainability	Interaction of systems to manipulate the environment and energy usage to maximize sustainability and promote globalization to grow sustainable vegetation.	Individuals and Societies  Knowing & Understanding i. Use terminology in context Investigating iii. Use research methods to collect and record relevant information	Science  Knowing & Understanding iii. analyze and evaluate information to make scientifically supported judgments Inquiring and designing i. explain a problem or question to be tested by a scientific investigation	Communication I. Communication skills - Exchanging thoughts, messages and information effectively through interaction Share ideas with multiple audiences using a variety of digital environments and media  I. Communication skills - Reading, writing, and using language to gather and communicate information Use a variety of organizers for academic writing tasks Take effective notes in class Write for a different purpose Create references and citations, using footnotes/endnotes and construct a bibliography according to recognized conventions	The purpose of this unit is to increase students' background knowledge of sustainability and identify a way to integrate it into agriculture in order to support their local community with their garden.