

## Language and Literature Semester 1

2019-20 GRADE 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	
English A	<b>Creative Writing: based on Theseus and the Minotaur (Greek Mythology)</b> <b>Key Concept: Creativity</b> <b>Related Concept: Choice</b> <b>Global Context: Personal &amp; Cultural Expression</b> <b>SOI: Creativity involves personal choices in order to express oneself as an individual.</b> Assessment: Creative Writing (Narrative, including elements of description, dialogue and action) (Criteria B, C & D)							<b>Novel Study (currently Tuck Everlasting by Natalie Babbitt).</b> <b>Key Concept: Connections</b> <b>Related Concept: Character, Setting</b> <b>Global Context: Orientation in Time &amp; Space</b> <b>SOI: Generations that are different in space and time are connected through setting and character.</b> Creative Writing (Newspaper Report) (Criteria B, C & D), Note-making & Discussion, Analytical Paragraph Writing (Criteria A & B)												
German A	<b>Stories about Heroes- Heldengeschichten</b> <b>Key Concept: Connections</b> <b>Related Concept: Character, Intertextuality, Genres, Setting</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: A saga tells the story of a hero. Every culture has their own heroes.</b> Assessment: Creative Writing (Narrative, including elements of description, dialogue and action) (Criteria A, B, C & D)								<b>Every story has a moral</b> <b>Key Concept: Communication</b> <b>Related Concept: Character, Purpose, Structure</b> <b>Global Context: Identities and relationships</b> <b>SOI: Every story has a moral</b> Assessment: Analyze German tales - recreate the story Creative Writing (Criteria A, B, C & D)											
Korean A	<b>Mental Growth – <i>The Bicycle Thief and Tower of God</i></b> <b>Key Concept: Communication</b> <b>Related Concept: Genres, Setting</b> <b>Global Context: Fairness and Development</b> <b>SOI: Students will read two different genres, which is comic and novel, to understand different ways of communication and the procedure of characters' mental growth in diverse settings.</b> Assessment: Analytic and Creative Writing (Criteria A,B, C & D)								<b>Living with effort for a dream – <i>Leafie, a hen in the wild</i></b> <b>Key Concept: Perspective</b> <b>Related Concept: Character, Purpose</b> <b>Global Context: Identities and relationships</b> <b>SOI: Critical readers understand the protagonist's purpose and relationship with other characters in a certain backgrounds texts and the author's purpose and establish their own perspective about an event.</b> Assessment: Analytic and Creative Writing (Criteria A,B, C & D)											
Mandarin A	<b>Fable stories</b> <b>Key Concept: Creativity</b> <b>Related Concept</b> <b>Global Context:</b> <b>SOI: Language is a vehicle for thought, creativity, reflection, learning and self-expression.</b> Assessment: Role play Written commentary Creative writing and narrative								<b>Science and Technology</b> <b>Key Concept: Communication</b> <b>Related Concept</b> <b>Global Context:</b> <b>SOI: Human being's action and the environment are co-dependent.</b> Assessment: Creative writing: Bat Story Oral presentation: Bat Story and IB Student profile Story telling: My Bat Story											

## Language and Literature Semester 2

2019-20 GRADE 6	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38				
English A	<b>A Midsummer Night's Dream</b> <b>Key Concept: Culture</b> <b>Related Concept: Character, Concept</b> <b>Global Context: Personal &amp; Cultural Expression</b> SOI: The students will understand that language is a means to explore personal interests, answer important questions, and provide entertainment and to build an understanding of the many dimensions of the human experience. Assessment: Character Study (Creative Writing: Problem Page letter (Criteria B, C & D) & Analytical Essay (Criteria A, B & D))											<b>American Born Chinese</b> <b>Key Concept: Perspective</b> <b>Related Concept: Style, Theme</b> <b>Global Context: Identities &amp; Relationships</b> SOI: The style of a text reveals perspectives on identity. Assessment: Theme-based Analytical Essay (Criteria A, B & D); Graphic Novel Reconstruction (Criteria B & C)											
German A	<b>Everything is connected!</b> <b>Key Concept: Connections</b> <b>Related Concept: Structure, Style</b> <b>Global Context: Globalization and sustainability</b> SOI: In this world everything is connected Assessment: Written Report / Research Paper Describe a given object using descriptive, objective language. (Criteria A, B, C & D)											<b>This is not fair!</b> <b>Key Concept: Communication</b> <b>Related Concept: Purpose, Theme, Self-expression</b> <b>Global Context: Fairness and development</b> SOI: What is happening unfair to children? How can I communicate, if something is not fair? How can I express my understanding of fairness? What is our role and responsibility? Assessment: Essay- Write a report about an activity, which helped children to get their rights. Group Discussion -Explain positions and arguments in a group discussion (Criteria A, B, C & D)											
Korean A	<b>Why we fall in love with a didactic story – the Story of Heungbo</b> <b>Key Concept: Connections</b> <b>Related Concept: Context and Theme</b> <b>Global Context: Fairness and Development</b> SOI: Why the didactic theme are generally popular in the world, and how it has a connection in a real context?. Assessment: Presentation and Creative Writing (Criteria A,B, C & D)											<b>What if students are a protagonist in a novel? - The Neckless</b> <b>Key Concept: Creativity</b> <b>Related Concept: Character and Self-expression</b> <b>Global Context: personal and cultural expression</b> SOI: Authors usually describe their opinion about life by creating several characters in a tough situation. Assessment: Presentation and Creative Writing (Criteria A,B, C & D)											
Mandarin A	<b>Arabian Nights</b> <b>Key Concept: Perspective</b> <b>Related Concept</b> <b>Global Context:</b> SOI: Different readers have different perspectives about the literature written from different time and regions through exploring the characters and setting. Assessment: Role play-plots. Debates on chosen topic. Creative Writing: an adventure story.											<b>Great Spirit</b> <b>Key Concept Connections</b> <b>Related Concept</b> <b>Global Context:</b> SOI: Great people share some common great spirit as well as great individual qualities. Assessment: Rewrite the end of the story Sheng Ming de Lin Zi Written response to the story						<b>Poetry</b> <b>Key Concept: Form</b> <b>Related Concept</b> <b>Global Context:</b> SOI: Poetry is a form of writing which the writers employ specific poetic techniques to express their feeling and thinking. Assessment: analyze the poetry poetry writing					

## Language Acquisition Semester 1

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English B Phase 3/4	<b>Our Favorite Things</b> <b>Key Concept: Connection</b> <b>Related Concept: Empathy, Purpose</b> <b>Global Context: Identities and Relationships</b> <b>SOI: People have different likes and dislikes that can shape their identity.</b> <b>Assessment: Nonfiction Text Analysis (A,B); Oral or written response (C,D)</b>								<b>What's happening?</b> <b>Key Concept: Culture</b> <b>Related Concept: Context, Point of View</b> <b>Global Context: Fairness and Development or Globalization and Sustainability</b> <b>SOI: Thinking about causes and effects can lead to change.</b> <b>Assessment: Nonfiction Text Analysis (A,B); Oral or written response (C,D)</b>											
English B Phase 5	<b>Tales of a Fourth Grade Nothing by Judy Blume</b> <b>Key Concept: Connections</b> <b>Related Concept: Audience</b> <b>Global Context: Identities and Relationship</b> <b>SOI: The combination of subject matter and language reveals an author's intentions.</b> <b>Assessment: Written responses to questions based on audio-visual sources (Criterion A); written responses to questions based on written and visual sources (Criterion B), chapter-by-chapter novel summarizing (Criteria C, D); diagnostic essay (Criteria C, D)</b>								<b>Because of Winn-Dixie by Kate Camillo</b> <b>Key Concept: Communication</b> <b>Related Concept: Empathy</b> <b>Global Context: Orientation in Time and Space</b> <b>SOI: Physical settings often affect people's ability to overcome challenges.</b> <b>Assessment: Written responses to questions based on audio-visual sources (Criterion A); film-to-novel comparison and contrast (Criterion B); imaginative writing based on common misspelled words (Criteria C, D).</b>											
Spanish B Phase 1/2	<b>Let's talk about me</b> <b>Key Concept: Connections</b> <b>Related Concept: Message</b> <b>Global Context: Identities and Relationship</b> <b>SOI: The words we use help us build our identity and make connections with our family members</b> <b>Assessment: Criteria C and D writing (Poster project, class writing task about family) Criteria A: Listening comprehension about family Criteria C and D speaking (interactive oral with friends and role play)</b>								<b>Animals, animals, animals!</b> <b>Key concept: Culture</b> <b>Related Concept: Context /Function/ Word choice</b> <b>Global Context: Orientation in space and time</b> <b>SOI: Animals depends on nature as much as nature depend on them.</b> <b>Assessment:</b> <b>Criteria B: reading about Animals and their habitat</b> <b>Criteria C and D writing (make PPT about animals)</b> <b>Criteria A: Listening comprehension activities related to the unit</b>											
French B Phase 1/2	<b>Let's talk about me</b> <b>Key Concept: Connections</b> <b>Related Concept: Message</b> <b>Global Context: Identities and Relationships</b> <b>SOI: The words we use help us build relationships with people around us</b> <b>Assessment: Criteria C and D writing (Poster project, class writing task about family) Criteria A: Listening comprehension about family Criteria C and D speaking (interactive oral with friends and role play)</b>								<b>Animals, animals, animals!</b> <b>Key concept: Culture</b> <b>Related Concept: Context /Function/ Word choice</b> <b>Global Context: Orientation in space and time</b> <b>SOI: Animals depends on nature as much as nature depend on them.</b> <b>Assessment:</b> <b>Criteria B: reading about Animals and their habitat</b> <b>Criteria C and D writing (make PPT about animals)</b> <b>Criteria A: Listening comprehension activities related to the unit</b>											

## Language Acquisition Semester 2

2019-20 GRADE 6	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
English B Phase 3/4	<b>Look, See and Feel</b> <b>Key Concept: Connection and Culture</b> <b>Related Concept: Meaning, Point of View</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: The world around us affects our feelings.</b> <b>Assessment: Nonfiction Text Analysis (A,B); Oral or written response (C,D)</b>										<b>What a Story</b> <b>Key Concept: Communication</b> <b>Related Concept: Function, Patterns</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: People use structure in their language to communicate effectively.</b> <b>Assessment: Fictional Text Analysis (A,B); Oral or written response (C,D)</b>								
English B Phase 5	<b>Bridge to Terabithia by Katherine Paterson</b> <b>Key Concept: Identity</b> <b>Related Concept: Theme</b> <b>Global Context: Identities and Relationships</b> <b>SOI: "Foil" are a primary means of indirect characterization.</b> <b>Assessments: Written responses to questions based on excerpts of the <i>Bridge to Terabithia</i> film (Criterion A); film-to-novel comparison and contrast (Criterion B); written responses to questions based on an excerpt of another Katherine Paterson novel with accompanying illustrations (Criterion B); written responses to questions based on excerpts of an interview with Katherine Paterson (Criterion A) an essay responding to one of several prompts regarding the novel's themes (Criteria C, D)</b>										<b>Poetry Writing</b> <b>Key Concept: Creativity Related</b> <b>Concept: Voice</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Emulation can lead to originality.</b> <b>Assessments: The writing of two original poems based on "The Lamb" and "The Tyger" by William Blake (Criteria C, D).</b>								
Spanish B Phase 1/2	<b>Home Sweet Home</b> <b>Key Concept: Creativity</b> <b>Related Concept: Purpose</b> <b>Global Context: Orientation in time and space</b> <b>SOI: Home plays an important role in someone life's purpose</b> <b>Assessment: written responses to questions based on a written and visual source (Criterion B), project: design and describe the house of the future (Criteria C, D)</b>										<b>Is our school life balanced?</b> <b>Key Concept: Culture</b> <b>Related Concept: Meaning</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: A balanced life gives meaning to our academic life</b> <b>Assessment: Written responses to questions based on an audiovisual/spoken source (Criterion A); written responses to questions based on a written and visual source (Criterion B), visual and spoken text on students' dream school: teachers, furniture, class schedules, etcetera (Criteria C, D)</b>								
French B Phase 1/2	<b>Home Sweet home!</b> <b>Key Concept: Connections</b> <b>Related Concept: Purpose</b> <b>Global Context: Orientation in time ad space</b> <b>SOI: Home plays an important role in one's life purpose</b> <b>Assessment:</b> <b>Criteria C and D writing Task Project about designing and describing our ideal house.</b> <b>Criteria B: written responses to questions based on a written and visual source</b>										<b>School Life and balance life</b> <b>Key Concept: Creativity</b> <b>Related Concept: Patterns Meaning</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: A balanced pattern gives meaning to academic life</b> <b>Assessment:</b> <b>Criteria C and D writing and Criteria C and D speaking (Project based: students will create a video presentation a visual and spoken Text to explain about balance between life and school routine)</b> <b>Criteria A: listening comprehension about school.</b>								

## Mandarin Acquisition Semester 1

2019-20 GRADE 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	
Mandarin B Phase 1	<b>My Family and Me</b> <b>Key Concept: Identity</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Students will understand that family members assume specific roles in different cultures</b> <b>Assessment: Role Play, Interview, and Expository writing</b>							<b>Transportation</b> <b>Key Concept: Community</b> <b>Related Concept: Message</b> <b>Global Context: Fairness and Development</b> <b>SOI: Students will understand that choices of transportation reflect how people live their life.</b> <b>Assessment: Oral Presentation, Reading Comprehension, and Survey Report</b>							<b>Seasons and Weather</b> <b>Key Concept: Connection</b> <b>Related Concept: Form</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: Students will understand that human behaviors cause climate change which in turn impact upon human life.</b> <b>Assessment: Skit, Reading Comprehension, Infographics</b>					
Mandarin B Phase 2	<b>Family</b> <b>Key Concept: Relationships</b> <b>Related Concept: Word Choice</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Students will understand that names of family members show how they are connected to one another through an inquiry into the structure of a family and its role in a society.</b> <b>Assessment: Presentation; reading comprehension; writing test, listening comprehension.</b>									<b>Seasons &amp; Weather</b> <b>Key Concept: Time, place and space</b> <b>Related Concept: convention</b> <b>Global Context: Orientation in time and space</b> <b>SOI: Climates and weather affect people's life.</b> <b>Assessment: Presentation; reading comprehension; role play, listening comprehension.</b>										
Mandarin B Phase 3	<b>Big Family</b> <b>Key Concept: Connections</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Family life is different from generation to generation</b> <b>Assessment: oral presentation; listening and visual comprehension</b>									<b>Living Environment</b> <b>Key Concept: Community</b> <b>Related Concept: function</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: A good living environment is a combination of good location, equipment, housing and layout of furniture</b> <b>Assessment: Reading comprehension; Descriptive writing</b>										
Mandarin B Phase 4 / 5	<b>Differences from generation to generation</b> <b>Key Concept: Connections</b> <b>Related Concept: Choice</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Family life is different from generation to generation.</b> <b>Assessment: Presentation, reading comprehension, listening comprehension.</b>							<b>Community Environment</b> <b>Key Concept: Communities</b> <b>Related Concept: Function</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: A good living environment is a combination of good location, equipment, housing and layout of our furniture.</b> <b>Assessment: Descriptive writing, Presentation. Response to visual/ video materials.</b>							<b>Cultural Practices</b> <b>Key Concept: Culture</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Different cultures have different approaches and messages in their celebration.</b> <b>Assessment: Presentation, Reading and Listening Comprehension.</b>					

## Mandarin Acquisition Semester 2

2019-20 GRADE 6	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	
Mandarin B Phase 1	<b>Seasons and Weather</b> <b>Key Concept: Connection</b> <b>Related Concept: Form</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: Students will understand that human behaviors cause climate change which in turn impact upon human life.</b> <b>Assessment: Skit, Reading Comprehension, Infographics</b>			<b>School Life</b> <b>Key Concept: Communication</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Students will understand that learning is an interactive and communicative process in which language plays a crucial role.</b> <b>Assessment: Skit, Reading Comprehension, Presentation</b>						<b>Food and Diet</b> <b>Key Concept: Perspective</b> <b>Related Concept: Function</b> <b>Global Context: Fairness and Development</b> <b>SOI: Students will understand while diet contributes to people's health, food shortage directly threatens life.</b> <b>Assessment: Role-play, Reading Comprehension, Essay Writing</b>										
Mandarin B Phase 2	<b>School Life</b> <b>Key Concept: Identity Related</b> <b>Concept: Message</b> <b>Global Context: Identities and relationships</b> <b>SOI: Efficient time management and a balance between work and relaxation are both important for our life.</b> <b>Assessment: Oral Presentation; reading comprehension; writing test, listening comprehension.</b>							<b>Transportation</b> <b>Key Concept: Time, place and space</b> <b>Related Concept: Conventions, Function</b> <b>Global Context: Orientation in time and space</b> <b>SOI: Different modes of transportation affect our lives.</b> <b>Assessment: Oral Presentation; reading comprehension; writing test, listening comprehension.</b>					<b>Food and Diet</b> <b>Key Concept: Perspective</b> <b>Related Concept: Function</b> <b>Global Context: Fairness and Development</b> <b>SOI: Students will understand while diet contributes to people's health, food shortage directly threatens life.</b> <b>Assessment: Role-play, Reading Comprehension, Essay Writing</b>							
Mandarin B Phase 3	<b>Culture Practice</b> <b>Key Concept: Culture</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and culture expression</b> <b>SOI: Different cultures have different approaches and messages in their celebration.</b> <b>Assessment: Oral presentation, Listening and Visual Comprehension</b>							<b>Travel</b> <b>Key Concept: Time, place and space</b> <b>Related Concept: Idiom</b> <b>Global Context: Personal and culture expression</b> <b>SOI: People make different choices when traveling depends on different purpose and different destination.</b> <b>Assessment: Reading comprehension, Travel plan writing.</b>					<b>Idiom Stories</b> <b>Key Concept: Culture</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and culture expression</b> <b>SOI: Fable and idiom stories from all over the world educate people.</b> <b>Assessment: Oral presentation, Fable analytical writing.</b>							
Mandarin B Phase 4 / 5	<b>Cultural Practices</b> <b>Key Concept: Culture</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Different cultures have different approaches and messages in their celebration.</b> <b>Assessment: Presentation, Reading and Listening Comprehension.</b>					<b>Travelling</b> <b>Key Concept: Time, Place and Space</b> <b>Related Concept: Purpose</b> <b>Global Context: Orientation in time and space</b> <b>SOI: People make different choices when traveling depends on different purposes and different destination.</b> <b>Assessment: Brochure, presentation, reading comprehension.</b>					<b>Idiom Story</b> <b>Key Concept: Culture</b> <b>Related Concept: Idiom</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Fable and idiom stories from all over the world educate people.</b> <b>Assessment: video-making, presentation, reading comprehension.</b>									

## Science, Humanities and PHE Semester 1

2019-20 GRADE 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19
Science	Relationships in the Environment <b>Key Concept: Relationship</b> Related: Interactions and Cause and Effect Global Context: Globalization and Sustainability SOI: The growth and survival of living things are affected by physical conditions of their environment. Assessment: Criteria A, B, C									<b>Changing Matter</b> <b>Key Concept: Change</b> Related: Transformations and interactions Global Context: Science and Technology SOI: Matter is described by its properties and may undergo changes that are reversible and irreversible. Assessment: Criteria A, B, C									
Humanities	<b>Early China 221BC – 1279AD</b> <b>Key Concept: Systems</b> Related Concept: Power Global Context: Identities and Relationships SOI: Students will understand that we live in a world of interacting human and environmental systems in which the actions of any individual element affect our past, present and future. Assessment: Essay, Book, Presentation.																		
Maths	<b>Number</b> <b>Key Concept: Relationships</b> Related Concepts: Quantity & Representation Global Context: Personal & Cultural Expression SOI: The way we represent numbers and quantities can help us interpret the world around us from a mathematical perspective Assessment: Knowledge & understanding tasks, Communication tasks, Pattern recognition and investigation tasks, Applying Mathematics in real-life contexts																		
	<b>Geometry</b> <b>Key Concept: Form</b> Related Concepts: Measurement, Representation & Space Global Context: Personal & Cultural Expression SOI: Mathematical patterns and forms create measurable space used in art, architecture and other modes of personal expression. Assessment: Knowledge & understanding tasks, Communication tasks, Pattern recognition and investigation tasks, Applying Mathematics in real-life contexts																		
PHE	<b>Invasion Games - Floor Hockey/Handball</b> <b>Key Concept: Relationships</b> Related Concept: Choice Global Context: Orientation in space and time SOI: Choosing and applying principles of play allow for a stronger connection between skills and strategy that will lead to greater success in invasion games Assessment: Criteria A, B, C and D through a project and including teacher and peer observations.						<b>Movement Composition</b> <b>Key Concept: Aesthetics</b> Related Concept: Choice Global Context: Personal and Cultural Expression SOI: The aesthetic value of a composition can be enhanced by the use of space, the chosen movements and the energy with which they are performed. Assessment: Criteria B, C and D through a collaborative project						<b>Aquatics</b> <b>Key Concept: Change</b> Related Concept: Refinement Global Context: Scientific and Technical Innovation SOI: Using the correct technique will aid my and others performance Assessment: Criteria A, C and D through a project and including teacher and peer observations.						



## Science, Humanities, Maths and PHE Semester 2

2019-20 GRADE 6	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
Science	<b>Where did the energy go?</b> Key Concept: Change Related: Movement Global Context: Globalization and sustainability SOI: Energy can be transformed from one form into another form, but energy cannot be created or destroyed Assessment: Criteria A, B, C, D										<b>Dynamic Earth</b> Key Concept: Change Related: Transformation Global Context: Globalization and sustainability SOI: Sudden geological changes and extreme weather events can transform the Earth's surface. Assessment: Criteria A and D								
Humanities	<b>The World</b> Key Concept: Global Interaction Related: Globalization Global Context: Orientation in time and space SOI: Students will understand that where they live impacts on the way they see the world through an inquiry into external influences. Assessment: Presentations, Report, Drawing map.																		
Maths	<b>Algebra</b> Key Concept: Relationships    Related Concepts: Model, Pattern, Representation    Global Context: Scientific & Technical Innovation SOI: Mathematicians can use algebra to describe patterns and models and to predict outcomes based on these representations. Assessment: Knowledge & understanding tasks, Communication tasks, Pattern recognition and investigation tasks, applying Mathematics in real-life contexts																		
	<b>Data and Statistics</b> Key Concept: Form    Related Concepts: Pattern & Representation    Global Context: Scientific and technical innovation SOI: Mathematical patterns and models can be expressed in an algebraic form whose rules may then be used to make predictions and problem solve. Assessment: Knowledge & understanding tasks, Communication tasks, Pattern recognition and investigation tasks, applying Mathematics in real-life contexts																		
PHE	<b>Health Related Activity</b> Key Concept: Identity Related Concept: Perspectives Global Context: identities and Relationships SOI: The perspectives of others influence our choices on what a healthy body image is. Assessment: Criteria A, C and D through a project and including teacher and peer observations							<b>Track and Field</b> Key Concept: Change Related Concept: Movement and Refinement Global Context: Scientific and technical innovation SOI: An awareness of how the body moves enables refinement of technique. Assessment: Criteria A, B, C and D through a project and including teacher and peer observations.							<b>Net Games</b> Key Concept: Form Related Concept: Movement Global Context: Identities and relationships SOI: The skills and strategies involved in net games rely on movement of players and placement of shots within the space. Assessment: Criteria A, C and D through a project and including teacher and peer observations.				



## Design and Arts Semester 1

2019-20 GRADE 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19
Design 1	<b>Animation</b> Key Concept: Communication Related Concept: Form, Function Global Context: Personal and Cultural Expression SOI: We can use animation to communicate a message and compel a call to action. Assessment: MYP Design Cycle Folio													<b>Podcasting</b> Key Concept: Communication Related Concept: Form, Perspective Global Context: Identities and Relationships SOI: Pace, change, inflection and ideas needed to be triggered for auditory storytelling Assessment: Design Portfolio and Project					
The Arts	<b>Elements of Drama</b> Key Concept: Form Related Concept: Audience, Structure Global Context: Personal and Cultural Expression SOI: The purpose of Drama is to express and communicate ideas and beliefs through structure and form. Assessment: Drama Process Journal and group performance													<b>Elements of Music</b> Key Concept: Identity Related Concept: Genre, Structure Global Context: Orientation in Time and Space SOI: The Elements of Music can be used to document Popular Music's evolution over time. Assessment: Process Journal & Performance					

## Design and Arts Semester 2

2019-20 GRADE 6	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	
Design	<b>Podcasting</b> Key Concept: Communication Related Concept: Form, Perspective Global Context: Identities and Relationships SOI: Pace, change, inflection and ideas need to be triggered for auditory storytelling Assessment: Design Portfolio and Project							<b>Pencil Box Project</b> Key Concept: Form Related Concept: Resources Global Context: Personal and cultural expression SOI: Students will learn how to express their own creativity to create a storage solution to meet their needs Assessment: Design folio and product.												
The Arts	<b>Elements of Music</b> Key Concept: Identity Related Concept: Genre, Structure Global Context: Orientation in Time and Space SOI: The Elements of Music can be used to document Popular Music's evolution over time. Assessment: Process Journal & Performance							<b>Mythological Creature Collage</b> Key Concept: Change Related Concept: Expression Global Context: Personal and Cultural Expression SOI: Parts broken down can be combined and rearranged to form a new and stronger whole. Assessment: Process Journal & Artwork												

**XBlock**

2019-20 GRADE 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19
XBlock	<p><b>Student led learning.</b></p> <p><b>Assessment: ATL Skills</b></p>																		

**XBlock**

2019-20 GRADE 6	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
XBlock	<p><b>Student led learning.</b></p> <p><b>Assessment: ATL Skills</b></p>																		

## Life 101 Semester 1

2019-20 GRADE 10	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19
Life 6	<b>Students Code of Conduct (Academic Integrity, Digital Citizenship, Personal Conduct)</b> Global Context: Personal and Cultural expression						<b>Mental Health and Wellness</b> Global Context: Personal and Cultural expression					<b>Comprehensive Sexual Education and Child Protection</b> Global Context: Personal and Cultural expression; Identities and Relationships					<b>Career &amp; Identity</b> Global Context: Personal and Cultural expression		

## Life 101 Semester 2

2019-20 GRADE 10	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	
Life 6	<b>Career &amp; Identity (cont'd)</b> Global Context: Personal and Cultural expression			<b>Personal Health and Wellness</b> Global Context: Personal and Cultural expression; Identities and Relationships						<b>Conflict Resolution</b> Global Context: Personal and Cultural expression					<b>Transitions/Work Week</b> Global Contexts: Personal and Cultural expression; Fairness and Development					