

## Language and Literature Semester 1

2019-20 GRADE 7	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>Novel study (based on <i>The Giver</i> [Lois Lowry], <i>Nightmare City</i> [Andrew Klavan], or <i>Crazy Dangerous</i> [Klavan])</b> <b>Key Concept: Connections</b> <b>Related Concept: Point of View</b> <b>Global Context: Orientation in Space and Time</b> <b>SOI: Skillful authors can write for teen audiences without “writing down.”</b> Assessment: reflection table (Criteria A, B, D); analytical essay (Criteria A, B, D); "Exploded Moment" (Criteria B, C, D). (A beginning-of-the-year diagnostic essay can provide students with additional Criteria B, C, and D scores.)											<b>Film study (based on a combination of age-appropriate English-language films, non-English-language films, and student-choice films)</b> <b>Key Concept: Perspective</b> <b>Related Concept: Style</b> <b>Global Context: Identities and Relationships</b> <b>SOI: The “reading” of film requires skills and disciplines similar to those necessary for the reading of written texts.</b> Assessment: oral film-term presentation (Criterion A); the semester exam (Criteria A, B, D); "Exploded Moment" (Criteria B, C, D).								
German A	<b>Explore the world!</b> <b>Key Concept: Perspective</b> <b>Related Concept: Point of View, Audience imperatives, Purpose</b> <b>Global Context: Identities and relationships</b> <b>SOI: Travel reports show our perspective on the world.</b> Assessment: Analyze travel report (ABCD), create your own travel report (ABCD), optional: Project: presentation of travel report into iMovie, presentation, podcast, blog etc.										<b>Exchange arguments</b> <b>Key Concept: Communication</b> <b>Related Concept: Purpose, Self-expression, Theme</b> <b>Global Context: Scientific and technical innovation</b> <b>SOI: Communication is self-expression and implies my opinion on a specific topic</b> Assessment: analyze an argumentative essay (ABCD), create an argumentative essay (ABCD); Project, optional: present your piece of opinion in a visual format (speech, Ted talk, Pecha Kucha, podcast)									
Korean A	<b>Broadening Korean vocabulary with Chinese Origin</b> <b>Key Concept: Communication</b> <b>Related Concept: self-expression</b> <b>Global Context: personal and cultural expression</b> <b>SOI: Communication and self-expression is usually made and understandable by historical linguistic context</b> Assessment: research on the origin of Korean-Chinese vocabulary (ABC)						<b>Lyrics and Metaphors</b> <b>Key Concept: Creativity</b> <b>Related Concept: Audience imperative and style</b> <b>Global Context: personal and cultural expression</b> <b>SOI: Creating poem and lyric is not only to create a sentence with a distinguish style but also to make author consider audience imperatives.</b> Assessment: Analyzing a lyric. Creating a lyric and making a music video.(ABCD)													
Mandarin A	<b>Novel study (Journey to the West)</b> <b>Key Concept: Perspective</b> <b>Related Concept: character, point of view</b> <b>Global Context:</b> <b>SOI: The definition of a hero, depends on one’s perspective.</b> Assessment: Creative writing and character analyzing.									<b>Fables and Idioms</b> <b>Key Concept: Connections</b> <b>Related Concept: point of view, style</b> <b>Global Context:</b> <b>SOI: Language is a tool for personal growth, social interaction and for developing relationships within the community.</b> Assessment: Debate rewrite from classical language to modern language										

## Language and Literature Semester 2

2019-20 GRADE 7	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>Short Stories based on but not limited to the works of Roald Dahl</b> <b>Key Concept: Creativity</b> <b>Related Concept: Character</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Irony is a powerful way of “showing, not telling.</b> <b>Assessment: oral presentation devoted to plot structure and characterization (Criteria A, B, D); original short fiction (Criteria B, C, D).</b>								<b>Shakespeare: <i>The Merchant of Venice</i></b> <b>Key Concept: Communication</b> <b>Related Concept: Theme</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Tragedy can enrich comedy--and vice versa.</b> <b>Assessment: analytical essay (Criteria A, B, D); “quote-a-rama” (Criterion A).</b>						<b>Persuasive writing</b> <b>Key Concept: Creativity</b> <b>Related Concept: Purpose</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Trying the impossible can be a good way of discovering the possible.</b> <b>Assessment: persuasive essay (Criteria B, C, D).</b>					
German A	<b>The role of different characters</b> <b>Key Concept: Connection</b> <b>Related Concept: Point of View, Character, Structure</b> <b>Global Context: Fairness and development</b> <b>SOI: There is a connection between a character and a special point of view</b> <b>Assessment: characterization of a character in a novel (ABCD), presentation and description of a character in a book review (ABCD)</b>										<b>Moral in texts</b> <b>Key Concept: Perspective</b> <b>Related Concept: Genre, Purpose, Style</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Texts are written in a specific genre for a specific purpose and tell us a moral by using a specific language style</b> <b>Assessment: summary of a short story (Kalendergeschichte) (ABCD), create your own “Kalendergeschichte” (ABCD)</b>									
Korean A	<b>Fantasy and Reality – <i>the Dragon Raza, Oedipus, and Starwars</i></b> <b>Key Concept: Connection</b> <b>Related Concept: Character and Theme</b> <b>Global Context: identities and relationships</b> <b>SOI: Fantasy genre implements special settings and character to illustrate its own theme that have a connection with a real world.</b> <b>Assessment: Analyzing and creating a text(ABCD)</b>												<b>Historical backgrounds in a story – <i>the brotherhood</i></b> <b>Key Concept: Connection</b> <b>Related Concept: Context and Purpose</b> <b>Global Context: Orientation in time and space</b> <b>SOI: Authors usually create their works with their own purpose based on a certain context, so it is important to understand connections between them .</b> <b>Assessment: Analyzing and creating a text(ABCD)</b>							
Mandarin A	<b>Prose: Culture and tradition</b> <b>Key Concept: Culture</b> <b>Related Concept: setting, style</b> <b>Global Context:</b> <b>SOI: Reading a diverse variety of texts gives insight into Chinese culture and traditions, and a deeper understanding of the style of Chinese literature.</b> <b>Assessment: Descriptive writing, Analytical writing</b>								<b>Short stories: Growing pain</b> <b>Key Concept: Creativity</b> <b>Related Concept: character, context, genres</b> <b>Global Context:</b> <b>SOI: Short stories are a reflection of us as people, what we do and how we are changed and shaped through experience.</b> <b>Assessment: Creative writing, Literal analysis</b> <b>Oral presentation</b>						<b>Poetry</b> <b>Key Concept: Creativity</b> <b>Related Concept: self-expression, style</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Language is a vehicle for thought creativity, learning, reflection, and self-reflection.</b> <b>Assessment: Oral presentation</b> <b>Creative writing</b>					

## Language Acquisition Semester 1

2019-20 GRADE 7	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 B Phase 3/4	<b>Who are we?</b> Key Concept: Connection Related Concept: Empathy, Purpose Global Context: Identities and Relationships SOI: People connect when they share things about themselves and learn about others. Assessment: Nonfiction Text Analysis (A,B); Oral or written response (C,D)								<b>What does success look like?</b> Key Concept: Culture Global Context: Orientation in Space and Time SOI: People try to make good choices to be successful. Assessment: Nonfiction Text Analysis (A,B); Oral or written response (C,D)											
English B Phase 5	<b>Children's Stories</b> Key concepts: Creativity Related Concept: Audience Global Context: Personal and Cultural Expression SOI: An effective children's story is made up of certain basic elements. Assessment: reading comprehension test based on Bartholemew and the Oobleck by Dr. Seuss, Students write and illustrate their own children's story and share with primary school students										<b>The Little Prince by Antoine de Saint Exupéry</b> Key concepts: Connections Related Concept: Point of View Global Context: Orientation in Space and Time SOI: Journeys challenge and change our understanding of the universe and what is important. Assessment: Reading comprehension test, Essay writing; Video comprehension test based on excerpts from <i>The Little Prince</i>									
Spanish B Phase 1/2	<b>Let's have fun (Sport and leisure)</b> Key concepts: Communication Related Concept: Purpose Global Context: Identities and relationships SOI: Sports and leisure are the way to communicate with others and expand our circle of relationship Assessment: Criteria A Listening comprehension; Criteria C and D speaking: Create a video to talk about favourite activities							<b>A myriad of traditions and celebrations</b> Key concepts: Culture Related Concept: Meaning Global Context: Personal and cultural expression SOI: Our knowledge of cultural varieties develops when we understand the meaning of traditions Assessment: Criteria B Reading comprehension about a celebration/tradition in the Hispanic culture Criteria C and D Writing: Create a flyer to invite people to a traditional celebration/festival												
French B Phase 1/2	<b>Let's have fun (Sport and leisure)</b> Key concepts: Communication Related Concept: Purpose Global Context: Identities and relationships SOI: Sports and leisure are the way to communicate with others and expand our circle of relationship Assessment: Criteria A Listening comprehension Criteria C and D speaking: Create a video to talk about favourite activities							<b>Special days and traditional holidays (including your country)</b> Key concepts: Culture Related Concept: Meaning Global Context: Personal and cultural expression SOI: Traditions and festivals reflect one's culture Assessment: Criteria B Reading comprehension about Christmas Criteria C and D Writing: Create a flyer to invite people to a party for Christmas												

## Language Acquisition Semester 2

2019-20 GRADE 7	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>Taking Care of Ourselves and Others</b> <b>Key Concept: Connections</b> <b>Related Concept: Message, Empathy</b> <b>Global Context: Fairness and Development</b> <b>SOI: Taking care of ourselves and others can bring balance to our lives and communities.</b> <b>Assessment: Nonfiction Text Analysis (A,B); Oral or written response (C,D)</b>								<b>Getting the Message Out</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: Nonfiction or Fiction Text Analysis (A,B); Oral or written response (C,D)</b>											
English B Phase 5	<b>The Mighty Crashman</b> <b>Key concepts: Communication</b> <b>Related concepts: Voice</b> <b>Global Context: Identities and Relationships</b> <b>SOI: How we form and maintain friendships indicates our character.</b> <b>Assessment: Skits, Reading comprehension tests, Written Summaries, Written Essay</b>									<b>Maniac Magee</b> <b>Key concepts: Culture</b> <b>Related concepts: Empathy</b> <b>Global Context: Fairness and development</b> <b>SOI: We can improve our relationships with those who are different from us if we have an open mind.</b> <b>Assessment: Reading comprehension tests, Summaries, Academic Essay, Oral Interview</b>										
Spanish B Phase 1/2	<b>Eating out</b> <b>Key concepts: Culture</b> <b>Related concepts: Context/ word choice</b> <b>Global Context: Personal and cultural expression (social construction of reality, philosophies and ways of life, belief system, ritual and play)</b> <b>SOI: Culture influence our food choices</b> <b>Assessment: Criteria A Listening comprehension; Criteria C and D Speaking: Interactive dialogue "En un bar" or "En un restaurante"</b>							<b>My neighbourhood and community (town and neighbourhood)</b> <b>Key Concepts: Creativity</b> <b>Related Concepts: Context</b> <b>SOI: A creative space will allow us the context to build a sense of community</b> <b>Global Context: Orientation in space and time</b> <b>Assessment: Criteria B reading comprehension; Criteria C and D Writing: Be able to describe your neighbourhood and community. Project about the city of our dream.</b>												
French B Phase 1/2	<b>Culture of eating and drinking</b> <b>Key concepts: Culture</b> <b>Related concepts: Context/ word choice</b> <b>Global Context: Personal and cultural expression (social construction of reality, philosophies and ways of life, belief system, ritual and play)</b> <b>SOI: Culture influence our food choices</b> <b>Assessment:</b> <b>Criteria A Listening comprehension</b> <b>Criteria C and D Speaking: Interactive dialogue "Au café" ou "au restaurant"</b>							<b>My neighbourhood and community (town and neighbourhood)</b> <b>Key Concepts: Creativity</b> <b>Related Concepts: Context</b> <b>SOI: A creative space will allow us to build a sense of community</b> <b>Global Context: Orientation in space and time</b> <b>Assessment:</b> <b>Criteria B reading comprehension</b> <b>Criteria C and D Writing: Be able to describe your neighbourhood and community. Project about the city of our dream.</b>												

## Mandarin Acquisition Semester 1

2019-20 GRADE 7	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 I</b> <b>Key Concept: Identity</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and relationships</b> <b>SOI: Family members assume specific roles in different cultures</b> <b>Assessment: Role play, Interview, Reading journal</b>							<b>Clothes</b> <b>Key Concept: Connection</b> <b>Related Concept: Style</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Clothing reflects our personal style, climate and cultural background</b> <b>Assessment: Essay writing, Reading comprehension, Poster making.</b>							<b>Sports and Hobbies</b> <b>Key Concept: Connection</b> <b>Related Concept: Form</b> <b>Global Context: Orientation is time and space</b> <b>SOI: Students will understand that individual well-being is closely related to community functions.</b> <b>Assessment: Surveys and Presentations</b>					
Mandarin B Phase 2	<b>Self and Family</b> <b>Key Concept: Communication</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and relationships</b> <b>SOI: Family members assume specific roles in different cultures</b> <b>Assessment: Essay writing, Oral presentation, listing comprehension</b>							<b>Clothes</b> <b>Key Concept: Change</b> <b>Related Concept: Message</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Clothing reflects our personal style, living environment and life occasion.</b> <b>Assessment: Essay writing, Reading comprehension, Poster making.</b>												
Mandarin B Phase 3	<b>Food Culture</b> <b>Key Concept: Culture</b> <b>Related Concept: Purpose</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: The environment, customs and religions have shaped our food habits.</b> <b>Assessment: Descriptive writing, Visual Interpretation, Reading Comprehension</b>							<b>Celebrities</b> <b>Key Concept: Identity</b> <b>Related Concept: Function</b> <b>Global Context: Identities and Relationships</b> <b>SOI: The more famous they are, the more responsibilities they have to shoulder.</b> <b>Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension</b>												
Mandarin B Phase 4 /5	<b>Food Culture</b> <b>Key Concept: Culture</b> <b>Related Concept: Purpose</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: The environment, customs and religions have shaped our food habits.</b> <b>Assessment: Descriptive writing, Visual Interpretation, Reading Comprehension</b>							<b>Celebrities</b> <b>Key Concept: Identity</b> <b>Related Concept: Function</b> <b>Global Context: Identities and Relationships</b> <b>SOI: The more famous they are, the more responsibilities they have to shoulder.</b> <b>Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension</b>												

## Mandarin Acquisition Semester 2

2019-20 GRADE 7	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>Sports and Hobbies</b> <b>Key Concept: Connection</b> <b>Related Concept: Form</b> <b>Global Context: Orientation is time and space</b> <b>SOI: Students will understand that individual well-being is closely related to community functions.</b> <b>Assessment: Surveys and Presentations</b>				<b>Jobs and Occupation</b> <b>Key Concept: Change</b> <b>Related Concept: Function</b> <b>Global Context: Orientation is time and space</b> <b>SOI: jobs are influenced by economic, social and technological changes</b> <b>Assessment: Creative writing, Reading comprehension, Oral Presentation</b>								<b>Health</b> <b>Key Concept: Connection</b> <b>Related Concept: Structure</b> <b>Global Context: Orientation is time and space</b> <b>SOI: the human body is an organic unit</b> <b>Assessment: Food mapping and skit writing</b>							
Mandarin B Phase 2	<b>Sports and Hobbies</b> <b>Key Concept: Development</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Interests and skills reinforce each other through an inquiry into hobbies.</b> <b>Assessment: Creative writing, Listening comprehension, Oral Presentation</b>							<b>Jobs and Occupation</b> <b>Key Concept: Communication</b> <b>Related Concept: Message</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Interests and skills reinforce each other through an inquiry into hobbies.</b> <b>Assessment: Creative writing, Reading comprehension, Oral Presentation</b>						<b>Health</b> <b>Key Concept: Communication</b> <b>Related Concept: Function</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Proper communication help us keep health when we feel sick.</b> <b>Assessment: Creative writing, Oral Presentation (Role play)</b>						
Mandarin B Phase 3	<b>Traditional Clothes</b> <b>Key Concept: Culture</b> <b>Related Concept: Message</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Each country has a meaningful traditional costume and there is a connection between the style and environment they live in.</b> <b>Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension</b>							<b>Animal Protection</b> <b>Key Concept: Connections</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Our jobs influence our life.</b> <b>Assessment: Descriptive writing, Role Play, Letter writing</b>						<b>Fable Stories</b> <b>Key Concept: Creativity</b> <b>Related Concept: Audience</b> <b>Global Context: Identities and Relationships</b> <b>SOI: There are different morals behind the words of fable stories.</b> <b>Assessment: Descriptive writing, Role Play, Story-telling</b>						
Mandarin B Phase 4 / 5	<b>Traditional Clothes</b> <b>Key Concept: Culture</b> <b>Related Concept: Message</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Each country has a meaningful traditional costume and there is a connection between the style and environment they live in.</b> <b>Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension</b>							<b>Animal Protection</b> <b>Key Concept: Connections</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Our jobs influence our life.</b> <b>Assessment: Descriptive writing, Role Play, Letter writing</b>						<b>Fable Stories</b> <b>Key Concept: Creativity</b> <b>Related Concept: Audience</b> <b>Global Context: Identities and Relationships</b> <b>SOI: There are different morals behind the words of fable stories.</b> <b>Assessment: Descriptive writing, Role Play, Story-telling</b>						

## Science, Humanities, Maths and PHE Semester 1

2019-20 GRADE 7	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	<b>Interactions between living things in the environment</b> <b>Key Concept: Systems</b> Related Concepts: Interaction, Environment and Energy Global Context: Scientific and technical innovation SOI: Interactions between organisms. Including the effect of human activities can be represented by food chains and food webs Assessment: Criteria A, B, C, D										<b>Separating Mixtures</b> <b>Key Concept: Relationships</b> Related Concepts: Interaction, Environment and Energy Global Context: Scientific and technical innovation SOI: Mixtures, including solutions, contain a combination of Pure substances that can be separated using a range of techniques. Assessment: Criteria A, B, C								
Humanities	<b>What Is History?</b> <b>Key Concept: Time, Space &amp; Place</b> Related Concepts: Perspective, Significance Global Context: Orientation in Time & Space SOI: The perspective of historians influences the significance given to events in the past. Assessment: Presentation (inc.OPVL & timeline)						<b>The Ancient World: c6000BCE – 650CE</b> <b>Key Concept: Change</b> Related Concepts: Culture, Identity Global Context: Orientation in Time & Space SOI: Many factors influence a civilization’s culture and identity Assessment: Presentation (student choice of topic and format)												
Maths	<b>Number</b> <b>Key Concept: Change</b> Related Concepts: Equivalence, Quantity, Representation, Simplification Global Context: Globalization & Sustainability SOI: An understanding of how numbers in different representations relate to each other and their context allows us to choose the best representation for solving a particular problem or influencing audiences. 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: Orientation in Space & Time SOI: By careful measuring and using diagrams to represent our thinking we can use geometry effectively to solve problems involving the orientation and space of objects. Assessment: Knowledge & understanding tasks, Communication tasks, Pattern recognition and investigation tasks, Applying Mathematics in real-life contexts																		
PHE	<b>Invasion Games – Touch Rugby/Oz Tag</b> <b>Key Concept: Relationships</b> Related Concepts: Choice Global Context: Orientation in Space & Time SOI: Working effectively with others and using positive communication will help teams collaborate successfully Assessment: Criteria A, B, C and D through a project and including teacher and peer observations.						<b>Movement Composition</b> <b>Key Concept: Relationships</b> Related Concepts: Balance Global Context: Personal and Cultural Expression SOI: Adding props to a movement routine increases the level of energy, coordination and concentration needed to achieve an aesthetic balance. Assessment: Criteria B, C and D through a project and including teacher and peer observations.						<b>Aquatics</b> <b>Key Concept: Change</b> Related Concepts: Environment Global Context: Scientific and Technical Innovation SOI: Using different tools will automatically enhance performance and understanding. 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 7	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>Resources and Cycles</b> <b>Key Concept:</b> Change <b>Related Concepts:</b> Interactions and Models <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> The Earth's resources are transferred and transformed due to interactions with the environment (including humanity) and these interactions can be modeled in cycles.. <b>Assessment:</b> Cri D					<b>Sun, Earth and Moon</b> <b>Key Concept:</b> Time, place and space <b>Related Concepts:</b> Environment and models <b>Global Context:</b> Scientific and Technical innovation <b>SOI:</b> The relative position of the Earth, Moon and the Sun and at a given time can be modeled and used to explain predictable phenomena on Earth which affects the environment on the Earth in different ways at different locations. <b>Assessment:</b> Cri A, B, C					<b>Forces Objects in Motion</b> <b>Key Concept:</b> Change <b>Related Concepts:</b> Balance and movement <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object <b>Assessment:</b> Cri A, B, C								
Humanities	<b>Water &amp; Settlement</b> <b>Key Concept:</b> Systems <b>Related Concepts:</b> Resources, Disparity & Equity <b>Global Context:</b> Globalization & Sustainability <b>SOI:</b> Water systems impact all aspects of human life. <b>Assessment:</b> Debate, Report																		
Maths	<b>Algebra</b> <b>Key Concept:</b> Relationships <b>Related Concepts:</b> Model, Pattern, Representation <b>Global Context:</b> Scientific & Technical Innovation <b>SOI:</b> Mathematicians can use algebra to describe patterns and models and to predict outcomes based on these representations. <b>Assessment:</b> Knowledge & understanding tasks, Communication tasks, Pattern recognition and investigation tasks, applying Mathematics in real-life contexts																		
	<b>Data &amp; Statistics</b> <b>Key Concept:</b> Logic <b>Related Concepts:</b> Pattern & Representation <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Mathematical patterns and models can be expressed in an algebraic form whose rules may then be used to make predictions and problem solve. <b>Assessment:</b> Knowledge & understanding tasks, Communication tasks, Pattern recognition and investigation tasks, applying Mathematics in real-life contexts																		
PHE	<b>Health Related Activity</b> <b>Key Concept:</b> Connections <b>Related Concepts:</b> Functions, Systems <b>Global Context:</b> Identities & Relationships <b>SOI:</b> The structure of muscles and tissues support a common function within body systems. <b>Assessment:</b> Criteria A, C and D through a project and including teacher and peer observations.					<b>Track and Field</b> <b>Key Concept:</b> Change <b>Related Concepts:</b> Movement <b>Global Context:</b> Scientific and Technical innovation <b>SOI:</b> An awareness of how the body moves enables refinement of technique. <b>Assessment:</b> Criteria A, B, C and D through a project and including teacher and peer observations.					<b>Net Games</b> <b>Key Concept:</b> Change <b>Related Concepts:</b> Systems <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Choices made by players lead to constantly changing movement within court systems. <b>Assessment:</b> Criteria A, C and D through a project and including teacher and peer observations.								



## Design and Arts Semester 1

2019-20 GRADE 7	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	<b>Unit Title: Wind Chimes Project</b> <b>Key Concept: Aesthetics</b> <b>Related Concept: Perspective</b> <b>Global Context: Identities and relationships</b> <b>SOI: Students will learn how humans are influenced by visual and auditory stimuli.</b> <b>Assessment: Design folio and product.</b>							<b>Foley Artist:</b> <b>Key Concept: Creativity</b> <b>Related Concept: Evaluation, perspective</b> <b>Global Context: Scientific and technical innovation</b> <b>SOI: Realistic auditory enhancements require an understanding of perspective</b> <b>Assessment: Design Portfolio and Project</b>												
Music	<b>Unit Title: Conflict Music</b> <b>Key Concept: Communication</b> <b>Related Concept: Audience, Composition</b> <b>Global Context: Fairness and Development</b> <b>SOI: Conflict music can help us highlight inequality throughout the world.</b> <b>Assessment: MYP Process Journal: Creative Cycle 1 – Performance, Creative Cycle 2 (if time) - Composition</b>																			
Visual Arts	<b>Endangered Animal Self-Portrait Drawing</b> <b>Key Concept: Communication</b> <b>Related Concept: Composition, Expression</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: Artworks help us communicate ideas or information to the audience through visual representation.</b> <b>Assessment: Process Journal and Artwork</b>											<b>Endangered Animal Clay Sculpture</b> <b>Key Concept: Change</b> <b>Related Concept: Expression, Form</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: The plasticity of clay can be shaped to express ideas and emotions in 3D form.</b> <b>Assessment: Process Journal and Artwork</b>								
Drama	<b>Character</b> <b>Key Concept: Change</b> <b>Related Concept: Play, Role</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Effective character portrayal requires a creative and imaginative process of change and transformation.</b> <b>Assessment: Drama Process Journal and group performance</b>																			

## Design and Arts Semester 2

2019-20 GRADE 7	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	<p><b>Foley Artist:</b>  <b>Key Concept:</b> Creativity  <b>Related Concept:</b> Evaluation, perspective  <b>Global Context:</b> Scientific and technical innovation  <b>SOI:</b> Realistic auditory enhancements require an understanding of perspective  <b>Assessment:</b> Design Portfolio and Project</p>																		
Music	<p><b>Unit Title: Conflict Music</b>  <b>Key Concept:</b> Communication  <b>Related Concept:</b> Audience, Composition  <b>Global Context:</b> Fairness and Development  <b>SOI:</b> Conflict music can help us highlight inequality throughout the world.  <b>Assessment:</b> MYP Process Journal: Creative Cycle 1 – Performance, Creative Cycle 2 (if time) - Composition</p>																		
Visual Arts	<p><b>Endangered Animal Self-Portrait Drawing</b>  <b>Key Concept:</b> Communication  <b>Related Concept:</b> Composition, Expression  <b>Global Context:</b> Globalization and Sustainability  <b>SOI:</b> Artworks help us communicate ideas or information to the audience through visual representation.  <b>Assessment:</b> Process Journal and Artwork</p>										<p><b>Endangered Animal Clay Sculpture</b>  <b>Key Concept:</b> Change  <b>Related Concept:</b> Expression, Form  <b>Global Context:</b> Globalization and Sustainability  <b>SOI:</b> The plasticity of clay can be shaped to express ideas and emotions in 3D form.  <b>Assessment:</b> Process Journal and Artwork</p>								
Drama	<p><b>Character</b>  <b>Key Concept:</b> Change  <b>Related Concept:</b> Play, Role  <b>Global Context:</b> Identities and Relationships  <b>SOI:</b> Effective character portrayal requires a creative and imaginative process of change and transformation.  <b>Assessment:</b> Drama Process Journal and group performance</p>																		

**XBlock**

2019-20 GRADE 7	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 style="text-align: center;"><b>Student led learning.</b></p> <p style="text-align: center;"><b>Assessment: ATL Skills</b></p>																		

**XBlock**

2019-20 GRADE 7	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 style="text-align: center;"><b>Student led learning.</b></p> <p style="text-align: center;"><b>Assessment: ATL Skills</b></p>																		

## Life 101 Semester 1

2019-20 GRADE 7	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 101	<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 7	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 101	<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					