

## Language and Literature Semester 1

2021-22 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
English A	<b>Every Word Counts - Creative Writing</b> <b>Key Concept: Creativity</b> <b>Related Concept: Genres, Style</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Short stories, in all styles and genres, offer an accessible window into the human condition.</b> <b>Assessment: Analytical annotation, creative fiction writing, analytical short answer paper</b>										<b>Persepolis – Graphic Novel Study</b> <b>Key Concept: Aesthetics</b> <b>Related Concept: Character, Purpose</b> <b>Global Context: Identities &amp; Relationships</b> <b>SOI: Authors manipulate aesthetics and language to illustrate diverse perspectives and character growth.</b> <b>Assessment: Socratic Seminar, Individual Oral Presentation</b>								
German A	<b>Metaphors are created in relation to culture</b> <b>Key Concept: Creativity</b> <b>Related Concept: Genre, Intertextuality, self-Expression, Style</b> <b>Global Context: personal and cultural expression</b> <b>SOI: the creation of metaphors is a form of personal and cultural expression</b> <b>Assessment: Analytical essay on a parable (ABCD), Write a parable on a topic of your choice</b>										<b>Texts try to influence the audience</b> <b>Key Concept: Connections</b> <b>Related Concept: Audience Imperatives, point of view, purpose</b> <b>Global Context: globalization and sustainability</b> <b>SOI: speeches use rhetorical devices to influence the audience</b> <b>Assessment: Analytical essay on a speech (ABCD), Write a speech on a topic of your choice (ABCD); option: Project: present your speech in a more entertaining and persuasive format (video, comedy, poetry slam, cabaret show piece ...)</b>								
Korean A	<b>Literature and creativity</b> <b>Key Concept: Creativity</b> <b>Related Concept: Genres, Self-expression, Setting, Style</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Literature is a tool for creative thinking and effective self expression using different styles for different purposes.</b>										<b>Literature and history</b> <b>Key Concept: Connections</b> <b>Related Concept: Context, Theme, Setting, Style, Genres</b> <b>Global Context: Globalization and sustainability</b> <b>SOI: Literature can be a tool to change the way we understand the past.</b>								
Mandarin A	<b>Selection of short stories in translation</b> <b>Key Concept: Connections</b> <b>Related Concept: Character / Structure</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Short stories, regardless of origin, connect people and their experiences of life.</b> <b>Assessment: Creative writing / Analytical writing / Oral presentation</b>										<b>Essay study</b> <b>Key Concept: Logic</b> <b>Related Concept: Point of view / Purpose / Structure</b> <b>Global Context: Identities and relationships</b> <b>SOI: An effective argument results from a clear purpose and is influenced by personal identities and relationships.</b> <b>Assessment: Creative writing / Analytical writing / Oral debate</b>								

## Language and Literature Semester 2

2021-22 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
English A	<b>Creative Non-Fiction - Memoir, Literary Journalism</b> <b>Key Concept: Perspective</b> <b>Related Concept: Audience Imperatives, Point of View, Purpose</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Perspective is manipulated to tell truths from different points of view</b> <b>Assessment: Memoir writing, Analytical commentary, oral presentation</b>										<b>The Crucible - Drama Study</b> <b>Key Concept: Connections</b> <b>Related Concept: Character, Context,</b> <b>Global Context: Fairness and development</b> <b>SOI: Pressures to conform to societal expectations within a community may not necessarily be fair and can impact upon one's connections with others.</b> <b>Assessment: Creative Character Study (Analytical Twitterature / Character Recipe), Analytical Essay</b>								
German A	<b>Drama/ Lyric reflects on daily life</b> <b>Key Concept: Perspective</b> <b>Related Concept: Intertextuality, Context, Theme</b> <b>Global Context: orientation in time and space</b> <b>SOI: Drama/ Lyric shows a perspective on daily life and is influenced by current affairs and epochal visions</b> <b>Assessment: Analytical essay on a drama/ poem (ABCD)</b>										<b>Critical view on aspects of life - speeches/ satyr</b> <b>Key Concept: Perspective</b> <b>Related Concept: Genre, Point of view, Self-Expression, Style</b> <b>Global Context: Fairness and development</b> <b>SOI: Life is not fair! – express your perspective by creating a speech /satyr</b> <b>Assessment: Analytical essay on a speech/ satyr (ABCD), Write a speech/ satyr on a topic of your choice</b>								
Korean A	<b>Literature and community</b> <b>Key Concept: Perspective</b> <b>Related Concept: Character, Context, Intertextuality, Point of view, Structure</b> <b>Global Context: Fairness and development</b> <b>SOI: Movie makers and writers will deliver their own message to our community with their own perspective. People have different view point on public power.</b>										<b>Me and Myself</b> <b>Key Concept: Communication</b> <b>Related Concept: Self-expression, Audience imperative, Purpose</b> <b>Global Context: Identities and relationships</b> <b>SOI: We know and love ourselves better by understanding the uniqueness of ourselves and this understanding enables us to express ourselves.</b>								
Mandarin A	<b>Selection of Chinese short stories</b> <b>Key Concept: Creativity</b> <b>Related Concept: Character / Structure</b> <b>Global Concept: Identities and relationships</b> <b>SOI: Writers create stories to show personal growth, social interaction and relationship development, always within a certain context.</b> <b>Assessment: Creative writing / Analytical writing / Oral presentation</b>										<b>Poetry (Classic &amp; Modern)</b> <b>Key Concept: Creativity</b> <b>Related Concept: Self-expression / style / Theme</b> <b>Global Concept: Personal and cultural expression</b> <b>SOI: Poetry allows writers to personally and culturally express an interpretation of a theme.</b> <b>Assessment: Creative writing / Analytical writing / Lyric and Rap writing and oral presentation.</b>								

# Language Acquisition Semester 1

2021-22 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
English B Phase 3/4	<p><b>Belonging</b>  <b>Key Concepts:</b> Connections <b>Related concepts:</b> Context  <b>Global Context:</b> Identities and relationships  <b>Statement of Inquiry:</b> A person's cultural identity and sense of belonging may derive from connections to family, language context, ethnicity and social backgrounds.  <b>Assessment:</b> Oral presentations, blog entries</p>																		
English B Phase 5	<p><b>The Short Story</b>  <b>Key Concept:</b> Creativity  <b>Related Concept:</b> Stylistic Choices  <b>Global Context:</b> Identities and Relationships  <b>SOI:</b> The characterization of identities can be achieved by direct and indirect stylistic choices.  <b>Assessment:</b> Written responses to questions based on an audio-visual source (Twain's "The Cat in the Mirror") (Criterion A); written responses to questions based on a literary-visual source (Alfred Hitchcock Presents' "Pen Pal") (Criterion B); expository writing (the diagnostic essay) and imaginative writing ("Seamless Insertion") (Criteria C, D).</p>									<p><b>Hatchet by Gary Paulsen</b>  <b>Key Concept:</b> Purpose  <b>Related Concept:</b> Choice, Style  <b>Global Context:</b> Personal &amp; Cultural Expression  <b>SOI:</b> The choice to survive the break-up of a family of which one is a member can be just as personal a form of expression as the choice to survive the a plane crash.  <b>Assessment:</b> Written responses to questions based on audio-visual sources (an interview with Gary Paulsen) (Criterion A); written responses to questions based on literary-visual sources ("Lukas's Luck") and a novel-long "reflection table" (Criterion B), original Hatchet -diary entries (Criteria C and D).</p>									
Spanish B Phase 4/5	<p><b>Mass Media</b>  <b>Key Concepts:</b> Communication  <b>Related concepts:</b> Purpose / Message / Audience  <b>Global Context:</b> Personal and cultural expressions  <b>Statement of Inquiry:</b> Audience must interpret messages in a critical way to avoid/spot fake information.  <b>Assessment:</b> 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), full description of member of the extensive family, short question/answer oral exam (Criteria C, D)</p>									<p><b>Unit 2 What is your story?</b>  <b>Key concept:</b> Creativity  <b>Related concepts:</b> Message, Context, Purpose  <b>Global Context:</b> Personal and cultural expressions (Artistry, craft, creation &amp; beauty)  <b>Statement of Inquiry:</b> The value of folktales and storytelling is to forward a message about a context through time.  <b>Assessment:</b> Criteria C and D: Write your own folktales; Criteria B reading</p>									
French B Phase 3	<p><b>Unit 1 Relationships (My friends, my family and I)</b>  <b>Key Concepts:</b> Connections  <b>Related concepts:</b> Empathy  <b>Global Context:</b> (Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life)  <b>Statement of Inquiry:</b> Language is a powerful tool to show empathy to our beloved one and create connections with other  <b>Assessment:</b>            Criteria C and D: Video about relationships/ interview            Criteria A: Listening activities</p>									<p><b>Unit 2 Story telling (or Tell me a Story)</b>  <b>Key concept:</b> Creativity  <b>Related concepts:</b> Message, conventions, Purpose  <b>Global Context:</b> Personal and cultural expression (Artistry, craft, creation &amp; beauty)  <b>Statement of Inquiry:</b> Tales are the expression of creativity through a purposeful message linked to culture and time.  <b>Assessment:</b> Criteria C and D : Write your own folktales and tell the story Criteria B reading</p>									

## Language Acquisition Semester 2

2021-22 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
English B Phase 3/4	<b>Unit 3: Can we sustain the planet?</b> <b>Key Concept: Communication</b> <b>Related Concept: Argument</b> <b>Global Context: Globalization and Sustainability</b> SOI: People;s arguments for the way they live their lives must consider the interconnectedness of every life on the planet. Through the communication of this message, we can take action to live sustainably In an increasing globalized world. Assessment: Video comprehension, writing a script for a podcast. Argumentative essay – students choose topic related to environment									<b>Unit 4: What determines health?</b> <b>Key Concepts: Culture</b> <b>Related concepts: Point of View</b> <b>Global Context: Identities and Relationships</b> Statement of Inquiry: Points of view on health and well-being are influenced by our identities and relationships with each other, and the messages we find in the media, on social networks and in our cultural environment. Assessment: Healthy recipes, Healthy Diet report, Oral presentation on the importance of sleep; Reading comprehension on Mindfulness									
English B Phase 5	<b>Macbeth</b> <b>Key Concept: Connections</b> <b>Related Concept: Theme</b> <b>Global Context: Identities and Relationships</b> SOI: The theme of a play can be revealed through an exploration of the main characters’ identities and relationships. Assessment: Written responses to questions based on audio-visual sources (excerpts of two scenes from two film versions of Macbeth ) (Criterion A); expository essay (Criteria C and D).											<b>The Curious Incident of the Dog in the Night-Time</b> <b>Key Concept: Connections</b> <b>Related Concept: Point of View</b> <b>Global Context: Identities and Relationships</b> SOI: A narrator’s point of view can both limit and expand a reader’s understanding of that narrator’s identity. Assessment: Written responses to questions based on audiovisual sources (excerpts of Mark Haddon reading from The Curious Incident... ) (Criterion A).							
Spanish B Phase 4/5	<b>Unit 3: Technology usage &amp; social media</b> <b>Key Concept: Communication</b> <b>Related Concept: Audience</b> <b>Global Context: Scientific and Technical Innovation</b> SOI: Modern technologies help us create new messages so that we can communicate with a global audience. Assessment: Criteria C, D oral and writing create a (video)blog entry; Criterion B: Reading comprehension (an article or a blog).									<b>Unit 4: Students’ own Unit of Inquiry (students will inquire about a topic/field of interest of their choice related to Hispanic culture</b> <b>Key Concepts: TBD (those which match students’ field of inquiry</b> <b>Related concepts: TBD (those which match with students’ field of inquiry</b> <b>Global Context: TBD (those which match with students’ field of inquiry</b> Statement of Inquiry: Students will write the SOI related to their unit of inquiry. Assessment: Student will design all four assessments for their ow unit of inquiry and the mark scheme for each criterion. An oral exhibition / writing a leaflet and/or poster explaining their unit of inquiry.									
French B Phase 3	<b>Unit 4: Spirit, mind and body</b> <b>Key Concepts: Communication</b> <b>Related concepts: Conventions</b> <b>Global Context: Personal and cultural expression</b> Statement of Inquiry: Language conventions help us communicate how our lifestyles influence our health and wellbeing Assessment: Criteria C and D : written and visual text (poster) about our (un)healthy diet/habits Criteria C and D speaking: Create a podcast of a mindfulness session Criteria A Listening comprehension									<b>Unit 4: Network and technology</b> <b>Key Concept: Communication</b> <b>Related Concept: Audience</b> <b>Global Context: Scientific and technical innovation</b> SOI: New technologies helps us create new messages so that we can communicate with a global audience Assessment: Criterion C, D oral and writing: create a (video)blog entry; Criteria B: Reading comprehension (an article or a blog)									

## Mandarin Acquisition Semester 1

2021-22 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	
Mandarin B Phase 1/2	<b>Family</b> <b>Key Concept: Relationships</b> <b>Related Concept: Word Choice</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Introducing one's family using proper word choice and/or non-verbal communication helps identify family members.</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>Study and Career Week 1-9</b> <b>Key Concept: Identity</b> <b>Related Concept: Purpose</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Career development changes with time.</b> <b>Assessment: Listening and speaking in a job Interview, reading job advertisement, and writing personal data sheet or resume,</b>							<b>Modern Technology Week 10-19</b> <b>Key Concept: Perspectives</b> <b>Related Concept: Point of View</b> <b>Global Context: Fairness and Development</b> <b>SOI: Science and technology bring about social transformations.</b> <b>Assessment: Oral Presentation, reading comprehension, and essay writing</b>												
Mandarin B Phase 4/5	<b>Further study and career</b> <b>Key Concept: Identity</b> <b>Related Concept: Audience, Message</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Study choice plays an important role in determining people's future career.</b> <b>Assessment: Reading and Listening comprehension; Oral presentation, writing</b>										<b>Modern technology</b> <b>Key Concept: Change</b> <b>Related Concept: Audience, Function</b> <b>Global Context: Scientific and technical innovation</b> <b>SOI: Each technical innovation has its pros and cons, and which make the change to our life.</b> <b>Assessment: Reading and Listening comprehension; Oral presentation, writing</b>									

## Mandarin Acquisition Semester 2

2021-22 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	
Mandarin B Phase 1/2	<b>School Life</b> <b>Key Concept: Identity</b> <b>Related 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>Healthy Eating</b> <b>Key Concept: Culture</b> <b>Related Concept: Function</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Food from different cultures deliver different message.</b> <b>Assessment: Oral Presentation; reading comprehension; Poster-making.</b>					
Mandarin B Phase 3	<b>Music Appreciation Week 20-28</b> <b>Key Concept: Communication</b> <b>Related Concept: Audience</b> <b>Global Context: Personal and Cultural Expressions</b> <b>SOI: Art creates meanings and emotions.</b> <b>Assessment: Essay writing, presentations, and research projects</b>										<b>Environment Week 29-38</b> <b>Key Concept: Global Interactions</b> <b>Related Concept: Message and Structure</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: Environment functions by laws.</b> <b>Assessment: Research project, expository essay writing, and debate</b>									
Mandarin B Phase 4/5	<b>Music Appreciation</b> <b>Key Concept: Communication</b> <b>Related Concept: Point of view</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Personal feelings and emotions can be communicated and expressed through different types of music.</b> <b>Assessment: Reading and Listening comprehension; Oral presentation, writing</b>								<b>Protecting Environment</b> <b>Key Concept: Communication, Global interaction</b> <b>Related Concept: Message, Structure</b> <b>Global Context: Globalization and sustainability</b> <b>SOI: Exchanging ideas about global and individual actions can have a large impact on environment protection.</b> <b>Assessment: Reading and Listening comprehension; Oral presentation, writing</b>											

## Science, Humanities, Maths and PHE Semester 1

2021-22 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
Biology	<p><b>Inheritance</b>  <b>Key Concept – Relationships</b>  <b>Related Concept – Forms / Models / Patterns</b>  <b>Global Concept – Identities &amp; Relationships</b>  <b>SOI – Models can show structure, patterns and relationships between parts</b>  <b>Assessment – Semester Exam (A); Genetics Infographic presentation (AD); DNA Extraction Lab Report (BC); Genetics in Primary Project (C); Human Genome Project (D)</b></p>																		
Chemistry	<p><b>Rates of Reactions</b>  <b>Key Concept – Relationships</b>  <b>Related Concept – Evidence / Interaction / Consequences</b>  <b>Global Concept – Identities and relationships.</b>  <b>SOI – Evidence is used to show the interactions between molecules and the consequences of these reactions.</b>  <b>Assessment – Semester Exam (A); Rate Labs (BC)</b></p>									<p><b>Chemical Energetics and Organic Chemistry</b>  <b>Key Concept – Systems</b>  <b>Related Concept – Forms / Models / Environment</b>  <b>Global Concept – Globalization &amp; Sustainability</b>  <b>SOI – Organic Chemistry and Energetics is the system that makes our environment better through models.</b>  <b>Assessment – Unit Test (A); Enthalpy reaction labs (BC); Plastic Waste Project (D)</b></p>									
Physics	<p><b>Electromagnetism</b>  <b>Key Concept – Systems</b>  <b>Related Concept – Interaction / Development / Environment</b>  <b>Global Concept – Scientific and Technical Innovation</b>  <b>SOI – Electric currents created by moving electrons are vital to us, from the microscopic currents in our brains to immense power outputs of modern generating stations.</b>  <b>Assessment – Static Quiz (A), Current Quiz (A) Unit Test (A); Series &amp; Parallel Lab (C); Ohm’s Law (BC); Electromagnet Strength (BC); Power Generation Research (D)</b></p>																		
Humanities	<p><b>China and the World</b>  <b>Key Concept – Time, place and space</b>  <b>Related Concept – Culture, resources</b>  <b>Global Concept – Orientation in Time and Place</b>  <b>SOI – China is a global power in the 21<sup>st</sup> C.</b>  <b>Assessment – Exploring challenges in contemporary China (presentation A, B, C)</b></p>					<p><b>International Disparities</b>  <b>Key Concept – Global interactions</b>  <b>Related Concept – Equity</b>  <b>Global Context – Fairness &amp; development</b>  <b>SOI - Although disparities between countries are inevitable &amp; often undesirable, they can be reduced.</b>  <b>Assessment – Development decision-making activity (Criteria A, C, D)</b></p>					<p><b>Urban Sustainability</b>  <b>Key Concept – Systems</b>  <b>Related Concept – Resources, processes</b>  <b>Global Context – Globalization and sustainability</b>  <b>SOI – Sustainable cities depend on integrated systems of land use</b>  <b>Assessment – Field work, data collection, written report (B, C,D)</b></p>								
Maths (Extended)	<p><b>Coordinate Geometry</b>  <b>Key Concept – Relationships</b>  <b>Related Concept – Representation</b></p>					<p><b>Quadratic Functions</b>  <b>Key Concept – Relationships</b>  <b>Related Concept – Change &amp; Model</b>  <b>Global Concept – Orientation in space and time</b></p>					<p><b>Probability</b>  <b>Key Concept – Logic</b>  <b>Related Concept – Equivalence/Representation</b>  <b>Global Concept – Identities &amp; Relationships</b></p>								

	<p><b>Global Concept – Identities &amp; Relationships</b>                  SOI – Mathematical models can be used to better understand changes in relationships in our world.                  Assessment –                  A: Unit test                  B: Number patterns</p>	<p>SOI – Modeling helps to demonstrate relationships between variables, and can be the driving force in change of policy or design.                  Assessment –                  A: Unit test                  C/D: Transformations of quadratic graphs and modelling real life structures with quadratic functions.</p>	<p>SOI – Probability allows us to predict long-term trends with a considerable degree of accuracy.                  Assessment –                  A: Unit test                  B: Rolling for the big one.                  C/D: Exploring Parabolas.</p>
<p>Maths Standard</p>	<p><b>Coordinate Geometry</b>  <b>Key Concept – Relationships</b>                  Related Concept – Representation                  Global Concept – Identities &amp; Relationships                  SOI – Mathematical models can be used to better understand changes in relationships in our world.                  Assessments –                  A: Unit test                  B: Chinese Knots (Patterns)</p>	<p><b>Trigonometry</b>  <b>Key Concept – Relationship</b>                  Related Concept – Model &amp; Representation                  Global Context – Scientific and Technical Innovation                  SOI - Triangles and the patterns between the changes in the side lengths and angles can be used to model, represent and solve real world problems.                  Assessments –                  A: Unit test                  B: Bearings (Patterns)                  C/D: Bearings in Real Life                  (A: Semester Exam)</p>	<p><b>Probability</b>  <b>Key Concept – Logic</b>                  Related Concept – Change &amp; Representation                  Global Concept – Identities &amp; Relationships                  SOI – The study of probability can help us predict the future.                  Assessment –                  B/C/D: Probabilities in realistic situations.</p>
<p>PHE</p>	<p><b>Invasion Games</b>  <b>Key Concept: Relationships</b>                  Related Concepts: Interactions, Systems                  Global Context: Identities and Relationships                  SOI: Developing and maintaining effective relationships will enhance social interaction.                  Assessment: Criteria Aii, Bi, Ci and Di through a project and including teacher and peer observations.</p>	<p><b>PHE Personal Project</b>  <b>Key Concept: Change</b>                  Related Concepts: Choice, Refinement                  Global Context: Identities and Relationships                  SOI: Students develop own lines of inquiry based on personal interest.                  Assessment: Criteria Ai, Bii, Cii and Dii through a project and including teacher and peer observations.</p>	<p><b>Individual Pursuits – Aquatics/First Aid</b>  <b>Key Concept: Communication</b>                  Related Concepts: Adaptation                  Global Context: Identities and Relationships                  SOI: How can I be active in life?                  Assessment:</p>
	<p><b>Wellness</b></p>	<p><b>Structured recreational games</b></p>	<p><b>Aquatic Games</b></p>

## Science, Humanities, Maths and PHE Semester 2

2021-22 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
Biology	<p><b>Evolution and Natural Selection</b>  <b>Key Concept – Change</b>  <b>Related Concept – Consequences / Environment / Evidence</b>  <b>Global Concept – Orientation in time and space</b>            SOI – There is overwhelming evidence of environmental pressures leading to genetic change over time.            Assessment – Semester Exam (A); Conservation data presentation (AD*); Conservation effort media product (D)*; Natural Selection simulation report (BC); Manipulating data from Grants’ study (BC partial).</p>																		
Chemistry	<p><b>Mole and Stoichiometry</b>  <b>Key Concept – Change</b>  <b>Related Concept – Transformation / Energy / Balance</b>  <b>Global Concept – Scientific &amp; technical innovation.</b>            SOI – Transformation of molecules releases energy and needs balance to understand the changes in composition.            Assessment – Unit Test (A); Mole Labs (BC), Analytical Chemistry essay (D)</p>												<p><b>Oxidation and Reduction</b>  <b>Key Concept – Relationships</b>  <b>Related Concept – Balance / Function / Interaction</b>  <b>Global Concept – Identities and relationships.</b>            SOI – Interactions between chemicals cause a balance to form which results in a function we can use in real life..            Assessment – Semester Exam (A); Redox Labs (BC)</p>						
Physics	<p><b>Waves</b>  <b>Key Concept – Change</b>  <b>Related Concept – Models / Form / Transformation</b>  <b>Global Concept – Orientation in time and space</b>            SOI – Visual impairment and blindness have enormous implications for quality of life, and opportunities for their treatment varies globally.            Assessment – Wave Characteristic Quiz (A), Unit Test (A); Speed of a Wave (BC); Snell’s Law (C); Total Internal Reflection (BC); EM Spectrum Poster (D); Convex/Concave Lens Lab (BC); Application of Waves Presentation (D)</p>																		
Humanities	<p><b>Historical Perspectives</b>  <b>Key Concept: Global Interactions</b>  <b>Related Concept: Perspective</b>  <b>Global context: Orientation in time and space</b>            SOI - Unchecked nationalism can contribute to the outbreak of war, dehumanization of enemies and the perpetration of atrocities.            Assessment – argumentative essay (A, B, C, D)</p>								<p><b>Social enterprise</b>  <b>Key Concept – Creativity</b>  <b>Related Concept – Choice</b>  <b>Global Context – Scientific &amp; technical innovation</b>            SOI – Individuals can create enterprises that help to make societies more sustainable.            Assessment – Market research investigation, marketing plan, oral presentation of business plan &amp; evaluation of performance. (Criterion A, B, C, D)</p>										

<p>Maths (Extended)</p>	<p><b>Trigonometry</b>  <b>Key Concept – Form</b>                      Related Concept – Measurement &amp; Quantity                      Global Context – Identities and Relationships                      SOI - Spatial relationships are both a means of understanding the physical and abstract world.                      Assessment –                      A: Unit test                      B: Trigonometric graphs                      D: correlation</p>		<p><b>Other non-linear Functions</b>  <b>Key Concept – Relationships</b>                      Related Concept – Change &amp; Model                      Global Context – Identities and Relationships                      SOI - Discovering how properties change over time can lead to a better understanding of mathematical relationships.                      Assessment –                      A: Unit test                      B:C Exponential functions: Growth and Decay</p>	<p><b>Exponents and Logs</b>  <b>Key Concept – Logic</b>                      Related Concept – Pattern, Simplification &amp; System                      Global Context – Personal and cultural expression                      SOI - Simplification requires an understanding and logical application of rules within a system.                      Assessment –                      A: Unit test                      Semester 2 exam</p>
<p>Maths Standard</p>	<p><b>Probability</b>  <b>Key Concept – Logic</b>                      Related Concept – Change &amp; Representation                      Global Concept – Identities &amp; Relationships                      SOI – The study of probability can help us predict the future.                      Assessment –                      B/C/D: Probabilities in realistic situations.</p>	<p><b>Exponential and Logarithmic Functions</b>  <b>Key Concept – Relationships</b>                      Related Concept – Quantity &amp; Representation                      Global Context – Identities and Relationships                      SOI - Simplification requires an understanding and logical application of rules within a system.                      Assessment –                      A: Unit test</p>	<p><b>Quadratic Functions</b>  <b>Key Concept – Relationships</b>                      Related Concept – Model &amp; Pattern                      Global Concept – Scientific and Technical Innovation                      SOI – Parabolas, the graphical representation of quadratic functions, can be used to model real life situations.                      Assessments –                      B: Quadratic Graphs (Patterns)                      C/D: Quadratics in Real Life                      (A: Semester Exam)                      Semester revision, time for optional extra topics, IDU, or preparing for DP Maths</p>	
<p>PHE</p>	<p><b>PHE Personal Project 2</b>  <b>Key Concept: Development</b>                      Related Concepts: Choice, Refinement                      Global Context: Identities and Relationships                      SOI: Students develop own lines of inquiry based on developing their own or others wellbeing.                      Assessment: Criteria Aiii, Bii, Cii and Di through a project and including teacher and peer observations.</p>		<p><b>Track and Field</b>  <b>Key Concept: Change</b>                      Related Concepts: Movement                      Global Context: Scientific and Technical Innovation                      SOI: Effective use of technology has improved performances in track and field.                      Assessment: Criteria Ai, Bi, Cii and Diii through a project and including teacher and peer observations.</p>	<p><b>Sport Education</b>  <b>Key Concept: Communication</b>                      Related Concepts: Adaptation, environment                      Global Context: Personal and Cultural                      SOI: Allowing students to express different ways of communication requires them to adapt to the changing environment.                      Assessment:</p>
<p><b>Individual pursuits/Structured games</b></p>		<p><b>Individual pursuits</b></p>	<p><b>Recreational Activities</b>  <b>Key Concept: Development</b>                      Related Concepts: Balance                      Global Context: Personal and cultural expression                      SOI: Developing an awareness of personal interest of physical activities improves wellness.                      Assessment:</p>	

## Design and Arts Semester 1

2021-22 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
Product Design	<p><b>CAD Prototyping</b>  <b>Key Concept:</b> Development  <b>Related Concept:</b> Form, Function, and Innovation  <b>Global Context:</b> Scientific and Technical Innovation  <b>SOI:</b> Designers use conceptual modelling to create a virtual representation of the product.  <b>Assessment:</b> Final Design &amp; Process Journal</p>																		
Media Design	<p><b>Graphic Design for the Human Environment</b>  <b>Key Concept:</b> Time, Place &amp; Space  <b>Related Concept:</b> Function, Perspective  <b>Global Context:</b> Personal and cultural expression  <b>SOI:</b> Understanding the function of space allows us to manipulate perception of time and place.  <b>Assessment:</b> Final Design &amp; Process Journal</p>																		
Digital Design	<p><b>Inclusive by Design</b>  <b>Key Concept:</b> Communities  <b>Related Concept:</b> Adaptation, Perspective  <b>Global Context:</b> Fairness and Development  <b>SOI:</b> Inclusion requires understanding others' perspectives and adapting to respect differences within communities.  <b>Assessment:</b> Final Design &amp; Process Journal</p>																		
Music	<p><b>Unit Title: The Elements of Music</b>  <b>Key Concept:</b> Form  <b>Related Concept:</b> Structure &amp; Role  <b>Global Context:</b> Cultural &amp; Personal Expression  <b>SOI:</b> Learn about the rules before you start to break them.  <b>Assessment:</b> Process Journal &amp; Performances</p>																		
Visual Arts	<p><b>World Goes Pop</b>  <b>Key Concept:</b> Communication  <b>Related Concept:</b> Visual Culture  <b>Global Context:</b> Personal &amp; Cultural Expression  <b>SOI:</b> The idea of Popular Art in Western cultures communicates similar notions of consumerism in Eastern cultures as well.  <b>Assessment:</b> Process Journal &amp; Artwork(s)</p>																		
Drama	<p><b>Unit Title: Theatre Production: Ensemble Theatre</b>  <b>Key Concept:</b> Connection  <b>Related Concept:</b> Innovation, Expression, Play  <b>Global Context:</b> Identities and relationships  <b>SOI:</b> Ensemble Theatre is created by harnessing the strengths of a team, while valuing individual self-expression and identity.  <b>Assessment:</b> Journal Work, Final Performance to a community audience, Final Evaluation, Scene Outline.</p>																		

## Design and Arts Semester 2

2021-22 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
Product Design	<b>CAD Prototyping</b> <b>Key Concept: Development</b> <b>Related Concept: Form, Function, and Innovation</b> <b>Global Context: Scientific and Technical Innovation</b> <b>SOI: Designers use conceptual modelling to create a virtual representation of the product.</b> Assessment: Final Design & Process Journal																		
Media Design	<b>Towards Circularity</b> <b>Key Concept: Change</b> <b>Related Concept: Innovation, sustainability</b> <b>Global Context: Globalization &amp; Sustainability</b> <b>SOI: Changing design processes and products to be more sustainable requires innovation</b> Assessment: Final Designs, Presentation & Process Journal																		
Digital Design	<b>Inclusive by Design</b> <b>Key Concept: Communities</b> <b>Related Concept: Adaptation, Perspective</b> <b>Global Context: Fairness and Development</b> <b>SOI: Inclusion requires understanding others' perspectives and adapting to respect differences within communities.</b> Assessment: Final Design & Process Journal																		
Music	<b>Unit Title: Jazz</b> <b>Key Concept: Aesthetics</b> <b>Related Concept: Interpretation, Play</b> <b>Global Context: Personal &amp; Cultural Expression</b> <b>SOI: Jazz is a polarizing genre.</b> Assessment: Process Journal, Arrangement & Performance										<b>OPEN</b> <b>Key Concept: Aesthetics, Change, Communication, or Identity</b> <b>Related Concept: Expression (or another of student's choice in the Arts Guide)</b> <b>Global Context: Based on student choice (1 of 6 Global Contexts)</b> <b>SOI: With great freedom comes great responsibility</b> Assessment: Process Journal & Artwork(s)								
Visual Arts	<b>Visual Arts across the world</b> <b>Key concept: Change</b> <b>Related concept: Narrative</b> <b>Global context: Orientation in Space and Time</b> <b>SOI: Faces of culture can be expressed differently.</b> Assessment: Artwork and Process Journal										<b>OPEN</b> <b>Key Concept: Aesthetics, Change, Communication, or Identity</b> <b>Related Concept: Expression (or another of student's choice in the Arts Guide)</b> <b>Global Context: Based on student choice (1 of 6 Global Contexts)</b> <b>SOI: With great freedom comes great responsibility</b> Assessment: Process Journal & Artwork(s)								
Drama	<b>Unit Title: Theatre Production: Poor Theatre meets Pantomime</b> <b>Key Concept: Aesthetics</b> <b>Related Concept: Audience, expression, Play, Narrative</b> <b>Global Context: Personal and Cultural expression</b> <b>SOI: All that is needed to create a successful performance is actors.</b> Assessment: Journal work, A final performance to a PYP audience, Final Evaluation and Review.									<b>Unit Title: Theatre Production: Comedy for a Cause</b> <b>Key Concept: Culture</b> <b>Related Concept: Audience, Genre, Innovation</b> <b>Global Context: Personal and Cultural expression.</b> <b>SOI: Comedy is a product of culture</b> Assessment: Journal work, A research Project. A group performance based on a theatrical style/tradition from a chosen culture which will be used as part of a school event 'Comedy for a Cause', raising funds for a local charity. A final reflection									

## Wellness Semester 1

2021-22 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
<b>Wellness</b>	<p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>SOI:</b> Students will identify and learn key concepts that applies to everyday life situations.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural and personal expression</p> <p><b>Assessment:</b> Journaling, Small group learning</p>																		
<b>Wellness</b>	<p><b>Title: Intro to Wellness (week 1)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will be introduced to class rules, essential agreements, and curriculum.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>						<p><b>Title: Self-Awareness/self-exploration (week 2-4)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will identify key concepts of self-awareness and apply learnings in everyday situation.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>												
<b>Wellness</b>	<p><b>Title: Decision Making Skills/Interpersonal Skills (week 5-7)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will review and develop skills used to make both rationale and logical decisions based on present and future situations.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>																		
<b>Wellness</b>	<p><b>Title: Drug Awareness (week 8-10)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will review the affects of drug and substance abuse on the body.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>						<p><b>Title: Sex Education and Relationships (week 11-13)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will learn sexual roles within the society (male, female, nonbinary) and functions of sexual organs.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>												

## Wellness Semester 2

2021-22 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
<b>Wellness</b>	<p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>SOI:</b> Students will identify and learn key concepts that applies to everyday life situations.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural and personal expression</p> <p><b>Assessment:</b> Journaling, Small group learning</p>																		
<b>Wellness</b>	<p><b>Title: Social Awareness (14-16)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will identify key concepts of self-awareness and apply learnings in everyday situation. Student will identify concept of empty/sympathy for others outside of their communities/those who are consider a minority.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>							<p><b>Title: Digital Citizenship (15-16)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will review how to properly use tech and identify the dangers of using tech incorrectly.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>											
<b>Wellness</b>	<p><b>Title: Career (Week 17-19)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Students will identify potential careers and job they would like to acquire and the concept job versus career.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>							<p><b>Title: Closure and Gratitude (Week 20)</b></p> <p><b>Key Concept:</b> Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</p> <p><b>Global Context:</b> Identities and Relationships/Cultural</p> <p><b>SOI:</b> Student will review course curriculum and review key points from previous classes. Also identify goals for next school year.</p> <p><b>Assessment:</b> Journaling, Small Group Learning</p>											