

## Language and Literature Semester 1

2021-22 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])</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 write powerful texts that move and affect many audiences.</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>Life perception through literature-<i>Nine Year Old Life</i></b> <b>Key Concept: Perspective</b> <b>Related Concept: Character, Point of view</b> <b>Global Context: Identities and relationship</b> <b>SOI: Students analyze several characters' action and opinion and discover the hidden point of view brought by the author to understand a variety of perspectives on an event.</b> Assessment: Letter writing, oral presentation, analytical writing											<b>Songs of life-World poems</b> <b>Key Concept: Culture</b> <b>Related Concept: Audience, Self-expression</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Based on the external and internal understanding of poetry, learners can express their feelings, experiences or thoughts in poetry.</b> Assessment: poem writing, analytical writing							
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: Personal and cultural expression</b> <b>SOI: The definition of a hero, depends on one's perspective.</b> Assessment: Creative writing and character analyzing.											<b>Fables &amp; Idiom Stories</b> <b>Key Concept: Connections</b> <b>Related Concept: point of view, style</b> <b>Global Context: Explorations to develop</b> <b>SOI: The accurate quotation of idiom and fables can help people better express themselves, connect individuals with the community and develop social interaction.</b> Assessment: Analytical writing, fable rewriting and idiom story paraphrasing.							

## Language and Literature Semester 2

2021-22 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>Show, Don't Tell: Short Stories and 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 Tempest</i></b> <b>Key Concept: Communication</b> <b>Related Concept: Theme</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Stories of <i>Monsters and Magicians</i> are the stories of the marginalized; there is power in difference.</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>Dragon Raza</i></b> <b>Key Concept: Connection</b> <b>Related Concept: Setting, Character, Theme</b> <b>Global Context: Fairness and development</b> <b>SOI: Fantasy genre implements special settings and characters to express its own theme that has a connection with a real world.</b> <b>Assessment: analytical writing, oral presentation, rhetorical writing</b>										<b>Historical background in stories- <i>Mong-sil Sister</i></b> <b>Key Concept: Connection</b> <b>Related Concept: Context, Intertextuality</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Readers can appreciate literature works deeper with understanding historical backgrounds characters are experiencing.</b> <b>Assessment: individual research project, scenario writing</b>									
Mandarin A	<b>Prose: Culture and Tradition</b> <b>Key Concept: Culture</b> <b>Related Concept: setting, style</b> <b>Global Context: Personal and cultural expression</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>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, appreciation of the poems, creative writing</b>									

## Language Acquisition Semester 1

2021-22 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 Phases 3 & 4 (Kelly)	<b>Who are we?</b> <b>Key Concept: Connection</b> <b>Related Concept: Empathy, Purpose</b> <b>Global Context: Identities and Relationships</b> <b>SOI: People connect when they share things about themselves and learn about others.</b> <b>Assessment:</b> Written responses to questions based on audio-visual sources (Criterion A - Listening); written responses to questions based on written and visual sources (Criterion B - Reading); interactive task based on visual and spatial sources (Criterion C – Speaking); written task with visual and spatial modes (Criterion D – Writing)										<b>What does success look like?</b> <b>Key Concept: Culture</b> <b>Related Concept: Audience, Point of View</b> <b>Global Context: Orientation in Space and Time</b> <b>SOI: People try to make good choices to be successful.</b> <b>Assessment:</b> Written responses to questions based on audio-visual sources (Criterion A - Listening); written responses to questions based on written and visual sources (Criterion B - Reading); interactive task based on visual and spatial sources (Criterion C – Speaking); written task with visual and spatial modes (Criterion D – Writing)								
English B Phase 5 (Orteza)	<b>Children’s Stories</b> <b>Key concepts: Creativity</b> <b>Related Concept: Audience</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: The audience for whom an author chooses to write is itself a form of personal and cultural expression.</b> <b>Assessment:</b> 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> <b>Key concepts: Connections</b> <b>Related Concept: Point of View</b> <b>Global Context: Orientation in Space and Time</b> <b>SOI: Space and time are not absolutes but constructs based on one’s point of view.</b> <b>Assessment:</b> Reading comprehension test, Essay writing; Video comprehension test based on excerpts from The Little Prince								
Spanish B Phases 1 & 2	<b>My neighbourhood and community</b> <b>Key Concepts: Creativity</b> <b>Related Concepts: Context</b> <b>Global Context: Orientation in space and time</b> <b>SOI: A creative space will allow us the context to build a sense of community.</b> <b>Assessment:</b> Criteria B reading comprehension; Criteria C and D Writing: Be able to describe your neighborhood and community. Project about the city of our dreams										<b>A myriad of traditions and celebrations</b> <b>Key Concepts: Culture</b> <b>Related Concept: Meaning</b> <b>Global Context: Personal and cultural expressions</b> <b>SOI: Our knowledge of cultural varieties develops when we understand the meaning of traditions.</b> <b>Assessment:</b> Criteria B Reading comprehension about a celebration/tradition in Hispanic culture; Criteria C and D Writing: Create a flyer to invite people to a traditional celebration/festival								
French B Phases 1 & 2	<b>Let’s have fun (Sport and leisure)</b> <b>Key concepts: Communication</b> <b>Related Concept: Purpose</b> <b>Global Context: Identities and relationships</b> <b>SOI: Sports and leisure are the way to communicate with others and expand our circle of relationship</b> <b>Assessment:</b> 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> <b>Key concepts: Culture</b> <b>Related Concept: Meaning</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Traditions and festivals reflect one’s culture</b> <b>Assessment:</b> 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

2021-22 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 Phases 3 & 4	<b>Taking Care of Ourselves and Others</b> <b>Key Concept:</b> Connections <b>Related Concept:</b> Message, Empathy <b>Global Context:</b> Fairness and Development <b>SOI:</b> Taking care of ourselves and others can bring balance to our lives and communities. <b>Assessment:</b> Written responses to questions based on audio-visual sources (Criterion A - Listening); written responses to questions based on written and visual sources (Criterion B - Reading); interactive task based on visual and spatial sources (Criterion C – Speaking); written task with visual and spatial modes (Criterion D – Writing)									<b>Getting the Message Out</b> <b>Key Concept:</b> Communication <b>Related Concept:</b> Function, Patterns <b>Global Context:</b> Personal and Cultural Expression <b>SOI:</b> People use structure in their language to communicate effectively <b>Assessment:</b> Written responses to questions based on audio-visual sources (Criterion A - Listening); written responses to questions based on written and visual sources (Criterion B - Reading); interactive task based on visual and spatial sources (Criterion C – Speaking); written task with visual and spatial modes (Criterion D – Writing)									
English B Phase 5	<b>Crash by Jerry Spinelli</b> <b>Key concepts:</b> Culture <b>Related concepts:</b> Empathy <b>Global Context:</b> Fairness and development <b>SOI:</b> Fairness develops directly out of our ability to empathize with another—and vice versa. <b>Assessment:</b> Reading comprehension tests, Summaries, Academic Essay, Oral Interview									<b>The Adventures of Pinocchio by Carlo Collodi</b> <b>Key concepts:</b> Communication <b>Related concepts:</b> Voice <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Identity gives voice to the value that one places on his relationships. <b>Assessment:</b> Skits, Reading comprehension tests, Written Summaries, Oral Essay									
Spanish B Phases 1 & 2	<b>Let's have fun (Sport and leisure)</b> <b>Key concepts:</b> Communication <b>Related Concept:</b> Purpose <b>Global Context:</b> Identities and relationships <b>SOI:</b> Sports and leisure are ways to communicate with others and expand our circle of relationships. <b>Assessment:</b> Criteria A Listening comprehension; Criteria C and D speaking: Create a video to talk about favourite activities.									<b>Eating out</b> <b>Key concepts:</b> Culture <b>Related concepts:</b> Context/ word choice <b>Global Context:</b> Personal and cultural expression (social construction of reality, philosophies and ways of life, belief system, ritual and play) <b>SOI:</b> Culture influences our food choices. <b>Assessment:</b> Criteria A Listening comprehension; Criteria C and D Speaking: Interactive dialogue “En un bar” or “En un restaurante”.									
French B Phases 1 & 2	<b>My neighbourhood and community (town and neighbourhood)</b> <b>Key Concepts:</b> Creativity <b>Related Concepts:</b> Context <b>SOI:</b> A creative space will allow us to build a sense of community <b>Global Context:</b> Orientation in space and time <b>Assessment:</b> 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>Culture of eating and drinking</b> <b>Key concepts:</b> Culture <b>Related concepts:</b> Context/ word choice <b>Global Context:</b> Personal and cultural expression (social construction of reality, philosophies and ways of life, belief system, ritual and play) <b>SOI:</b> Culture influence our food choices <b>Assessment:</b> Criteria A Listening comprehension Criteria C and D Speaking: Interactive dialogue “Au café” ou “au restaurant” Criteria B reading Criteria C and D writing									

## Mandarin Acquisition Semester 1

2021-22 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 Me</b> <b>Key Concept: Identity</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Family members assume specific social roles.</b> <b>Assessment: Role Play, Interview, and Expository writing</b>										<b>Seasons and Weather</b> <b>Key Concept: Connections</b> <b>Related Concept: Form</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: People dress according to personal needs and cultural norms.</b> <b>Assessment: Skit, Reading Comprehension, Infographics</b>								
Mandarin B Phase 2	<b>My Family and Me (Personal Appearance)</b> <b>Key Concept: Identity</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Family members assume specific social roles.</b> <b>Assessment: Role Play, Interview, and Expository writing</b>										<b>Seasons and Weather (Clothes)</b> <b>Key Concept: Connections</b> <b>Related Concept: Form</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: People dress according to personal needs and cultural norms.</b> <b>Assessment: Skit, Reading Comprehension, Infographics</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

2021-22 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>School Life</b> <b>Key Concept: Communities</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Learning takes a whole community.</b> Assessment: Reading Comprehension, Criterion C and D Presentation									<b>Food</b> <b>Key Concept: Perspective</b> <b>Related Concept: Purpose</b> <b>Global Context: Fairness and Development</b> <b>SOI: Food is a necessity of life.</b> Assessment: Criterion A, B, and C tasks in reading menus, ordering food, Criterion D task creating a poster promoting healthy foods									
Mandarin B Phase 2	<b>School Life (Timetable)</b> <b>Key Concept: Communities</b> <b>Related Concept: Conventions</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Learning takes a whole community.</b> Assessment: Skit, Reading Comprehension, Presentation									<b>Food and Nutrition</b> <b>Key Concept: Perspective</b> <b>Related Concept: Purpose</b> <b>Global Context: Fairness and Development</b> <b>SOI: Food is a necessity of life.</b> Assessment: Criterion A, B, and C tasks in describing school lunch menus Criterion D task: Meal Comparison in different schools									
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> Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension									<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> Assessment: Descriptive writing, Presentation, Letter writing, Reading and Listening Comprehension									
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> Assessment: Descriptive writing, Presentation, Reading and Listening Comprehension									<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> Assessment: Descriptive writing, Presentation, Letter writing, Reading and Listening Comprehension									

## Science, Humanities and PHE Semester 1

2021-22 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>Resources, Cycles and Interactions between living things</b> <b>Key Concept: Systems</b> <b>Related Concepts: Interaction, Environment and Energy</b> <b>Global Context: Scientific and technical innovation</b> SOI: Interactions between organisms. Including the effect of human activities can be represented by food chains and food webs Assessment: Knowing & Understanding Tasks, Inquiring & Designing Tasks, Processing & Evaluating Tasks, Reflection on the Impact of Science Tasks										<b>Separating Mixtures</b> <b>Key Concept: Relationships</b> <b>Global Context: Innovation</b> SOI: Mixtures, including solutions, contain a combination of Pure substances that can be separated using a range of techniques. Assessment: Knowing & Understanding Tasks, Inquiring & Designing Tasks, Processing & Evaluating Tasks, Reflection on the Impact of Science Tasks								
Humanities	<b>What Is History?</b> <b>Key Concept: Time, Space &amp; Place</b> <b>Related Concepts: Perspective, Significance</b> <b>Global Context: Orientation in Time &amp; Space</b> SOI: The perspective of historians influences the significance given to events in the past. Assessment: Presentation (inc.OPVL & timeline)					<b>The Ancient World: c60000BCE – 650CE</b> <b>Key Concept: Change</b> <b>Related Concepts: Culture, Identity</b> <b>Global Context: Orientation in Time &amp; Space</b> SOI: Many factors influence a civilisation’s culture and identity Assessment: Presentation (student choice of topic and format)													
Maths	<b>Number Sense, Ratio, Rates &amp; Proportion</b> <b>Key Concept: Change</b> <b>Related Concepts: Equivalence, Quantity, Representation, Simplification</b> <b>Global Context: Globalization &amp; Sustainability</b> 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 problems 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> <b>Related Concepts: Measurement, Representation &amp; Space</b> <b>Global Context: Orientation in Space &amp; Time</b> 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>Teaching Games for Understanding</b> <b>Key Concept: Relationships</b> <b>Related Concepts: Choice</b> <b>Global Context: Orientation in Space &amp; Time</b> SOI: Working effectively with others and using positive communication will help teams collaborate successfully. Assessment: Bi				<b>Movement Composition</b> <b>Key Concept: Relationships</b> <b>Related Concepts: Balance</b> <b>Global Context: Personal and Cultural Expression</b> SOI: Working collaboratively helps to develop different skills and concepts to create an aesthetic routine. Assessment: Criteria Bii, Cii and Dii through a project and including teacher and peer observations.				<b>Invasion Games</b> <b>Key Concept: Relationships</b> <b>Related Concepts: Choice</b> <b>Global Context: Orientation in Space &amp; Time</b> SOI: Identifying effective and positive communication will help teams collaborate successfully. Assessment: Criteria Aii, Ci and Di through a project and including teacher and peer observations.					<b>Aquatics</b> <b>Key Concept: Change</b> <b>Related Concepts: Environment</b> <b>Global Context: Scientific and Technical Innovation</b> SOI: Using different tools will automatically enhance performance and understanding. Assessment: Criteria Aiii, Ciii and Diii through a project and including teacher and peer observations.					

## Science, Humanities, Maths and PHE Semester 2

2021-22 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>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> Knowing & Understanding Tasks, Inquiring & Designing Tasks, Processing & Evaluating Tasks, Reflection on the Impact of Science Tasks								<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> Orientation in Time & Space <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> Knowing & Understanding Tasks, Inquiring & Designing Tasks, Processing & Evaluating Tasks, Reflection on the Impact of Science Tasks											
Humanities	<b>Water &amp; Settlement</b> <b>Key Concept:</b> Systems <b>Related Concepts:</b> Resources, Disparity & Equity <b>Global Context:</b> Globalisation & Sustainability <b>SOI:</b> Water systems impact all aspects of human life. <b>Assessment:</b> Debate, Summative (student choice of topic and format)																			
Maths	<b>Expressions &amp; Equations</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 skeletal and muscular systems function together to create movement. <b>Assessment:</b> Criteria Ai, Bii, Ciii and Dii 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> Technical innovation enables events to evolve. <b>Assessment:</b> Criteria Ai, Bi, Cii and Diii through a project and including teacher and peer observations.						<b>Net Games</b> <b>Key Concept:</b> Communications <b>Related Concepts:</b> Systems <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Students analyse movement systems to perform effectively within a team. <b>Assessment:</b>						



## Design and Arts Semester 1

2021-22 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>Band Merch</b> Key Concept: Aesthetics Related Concept: Perspective Global Context: Personal & Cultural Expression SOI: Using cultural expressions helps us understand aesthetics from multiple perspectives.. Assessment: Final Products & Process Journal							<b>Videography</b> Key Concept: Communication Related Concept: Perspective, Function Global Context: Identities and Relationships SOI: Videography can enable us to communicate our identity and relationships from multiple perspectives. Assessment: Final Products & Process Journal												
Music	<b>Title: Conflict Songs: Performance</b> Key Concept: Communication Related Concept: Audience Global Context: Fairness and Development SOI: Students will understand the relationship between art and its context and deepen their understanding of the world Assessment: Research project															<b>Mini-Unit:</b> Conflict Songs Continued: Composition Assessment: Live performance of student compositions				
Visual Arts	<b>Self-portrait</b> Key concept: Identity Related concepts: Expression Global context: Identities and relationships SOI: The process of artistic creation can lead to self-discovery. Assessment: Artwork and Process Journal										<b>Arts through the ages</b> Key concept: Change Related concepts: Presentation Global context: Orientation in space and Time SOI: "Craftsmanship", medium and tools must change along with the times to stay relevant in society. Assessment: Artwork and Process Journal									
Drama	<b>Character</b> Key Concept: Change Related Concept: Play, Role Global Context: Identities and Relationships SOI: Effective character portrayal requires a creative and imaginative process of change and transformation. Assessment: Drama Process Journal and group performance																			

## Design and Arts Semester 2

2021-22 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>Connect It!</b>  <b>Key Concept: Development</b>  <b>Related Concept: Adaptation, Sustainability</b>  <b>Global Context: Globalization and Sustainability</b>  <b>SOI: Development of sustainable ideas requires adaptation</b>  <b>Assessment: Final Products &amp; Process Journal</b></p>																		
Music	<p><b>Title: Conflict Songs: Performance</b>  <b>Key Concept: Communication</b>  <b>Related Concept: Audience</b>  <b>Global Context: Fairness and Development</b>  <b>SOI: Students will understand the relationship between art and its context and deepen their understanding of the world</b>  <b>Assessment: Research project</b></p>															<p><b>Mini-Unit:</b>            Conflict Songs Continued: Composition            Assessment: Live performance of student compositions</p>			
Visual Arts	<p><b>Self-portrait</b>  <b>Key concept: Identity</b>  <b>Related concepts: Expression</b>  <b>Global context: Identities and relationships</b>  <b>SOI: The process of artistic creation can lead to self-discovery.</b>  <b>Assessment: Artwork and Process Journal</b></p>										<p><b>Arts through the ages</b>  <b>Key concept: Change</b>  <b>Related concepts: Presentation</b>  <b>Global context: Orientation in space and Time</b>  <b>SOI: "Craftsmanship", medium and tools must change along with the times to stay relevant in society.</b>  <b>Assessment: Artwork and Process Journal</b></p>								
Drama	<p><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></p>																		

## Wellness Semester 1

2021-22 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
<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 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
<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>												