

## Language and Literature Semester 1

2022-23 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	Short Stories based on but not limited to the works of Roald Dahl <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> Assessment: oral presentation devoted to plot structure and characterization (Criteria A, B, D); original short fiction (Criteria B, C, D).											Novel study (based on <i>The Giver</i> [Lois Lowry]) <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).							
German A	Exchange arguments <b>Key Concept: Communication</b> <b>Related Concept: Purpose, Self-expression, Theme</b> <b>Global Context: Scientific and technical innovation</b>											Moral in texts <b>Key Concept: Perspective</b> <b>Related Concept: Genre, Purpose, Style</b> <b>Global Context: Personal and cultural expression</b>							
Korean A	Life perception through literature- <i>Nine Year Old Life</i> <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											Songs of life-World poems <b>Key Concept: Culture</b> <b>Related Concept: Style, 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	Novel study (Journey to the West) <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.											Classic Stories <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

2022-23 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	Film study (based on a combination of age-appropriate English-language films, non-English-language films, and student-choice films) <b>Key Concept: Perspective</b> <b>Related Concept: Style</b> <b>Global Context: Identities and Relationships</b> <b>SOI: The “reading” of filmvisual 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), Analytical Writing (Criteria A, B, D), Storyboard (Criteria B, C, D)								Shakespeare: <i>The Merchant of Venice</i> <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> Assessment: Socratic Seminar (Criteria A, B, D); Creative Context Task- SNS (Criteria, B, C, D)										
German A	Explore the world! <b>Key Concept: Perspective</b> <b>Related Concept: Point of View, Audience imperatives, Purpose</b> <b>Global Context: Identities and relationships</b>									The role of different characters <b>Key Concept: Connection</b> <b>Related Concept: Point of View, Character, Structure</b> <b>Global Context: Fairness and development</b>									
Korean A	Fantasy and reality- <i>Dragon Raza</i> <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> Assessment: analytical writing, oral presentation, rhetorical writing									Historical background in stories- <i>Mong-sil Sister</i> <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> Assessment: individual research project, scenario writing									
Mandarin A	Prose: Culture and Tradition <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> Assessment: Descriptive writing, analytical writing									Poetry <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> Assessment: Oral presentation, appreciation of the poems, creative writing									

## Language Acquisition Semester 1

2022-23 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	What does success look like? <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)										Life's Opportunities <b>Key Concept: Connection</b> <b>Related Concept: message, Audience</b> <b>Global Context: Orientation in Space and Time</b> <b>SOI: When discussing personal and cultural matters, we can connect the way we present our message with our intended audience.</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	Children's Stories <b>Key concepts: Creativity</b> <b>Related Concept: Audience</b> <b>Global Context: Personal and Cultural Expression</b>										The Little Prince by Antoine de Saint Exupéry <b>Key concepts: Connections</b> <b>Related Concept: Point of View</b> <b>Global Context: Orientation in Space and Time</b>								
Spanish B Phases 1 & 2	My neighbourhood and community <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										A myriad of traditions and celebrations <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	I am balanced <b>Key Concept: Change</b> <b>Related Concept: Form, function</b> <b>Global Context: Identities and relationships</b>										Celebrations <b>Key Concept: culture</b> <b>Related Concept: context, meaning</b> <b>Global Context: orientation in space and time</b>								

## Language Acquisition Semester 2

2022-23 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	American Born Chinese <b>Key Concept: Perspective</b> <b>Related Concept: Style, Theme</b> <b>Global Context: Identities &amp; Relationships</b> <b>SOI: The style of a text reveals perspectives on identity.</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	Crash by Jerry Spinelli <b>Key concepts: Culture</b> <b>Related concepts: Empathy</b> <b>Global Context: Fairness and development</b>									The Adventures of Pinocchio by Carlo Collodi <b>Key concepts: Communication</b> <b>Related concepts: Voice</b> <b>Global Context: Identities and Relationships</b>									
Spanish B Phases 1 & 2	Eating out <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 influences 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>									Let’s have fun (Sport and leisure) <b>Key concepts: Communication</b> <b>Related Concept: Purpose</b> <b>Global Context: Identities and relationships</b> <b>SOI: Sports and leisure are ways to communicate with others and expand our circle of relationships.</b> <b>Assessment: Criteria A Listening comprehension; Criteria C and D speaking: Create a video to talk about favourite activities.</b>									
French B Phases 1 & 2	My neighbourhood <b>Key Concept: creativity</b> <b>Related Concept: context</b> <b>Global Context: Orientation in space and time</b>									Gastronomy <b>Key Concept: Culture</b> <b>Related Concept: Context</b> <b>Global Context: Orientation in space and time</b>									

## Mandarin Acquisition Semester 1

2022-23 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	My Family and Me (family members and roles) <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>										Seasons and Weather (weather and clothes) <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 Anthony	My Family and Me (Personal Appearance) <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>										Seasons and Weather (Clothes) <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 ¾ combined	Food Culture <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>										Celebrities <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

2022-23 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	Food and Nutrition <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									School Life (Subjects and Timetable) <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									
Mandarin B Phase 2 Anthony	School Life (Subjects and Timetable) <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									Food and Nutrition <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 ¾ combined	Traditional Clothes <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									Animal Protection <b>Key Concept: Connections</b> <b>Related Concept: Conventions</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: Our impact on the animal habitats has an impact on us</b> Assessment: Descriptive writing, Presentation, Letter writing									

## Science, Humanities and PHE Semester 1

2022-23 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	Unit: Catching the Culprit (Forensics) <b>Key Concept: Relationships</b> <b>Related Concepts: Evidence</b> <b>Global Context: Orientation in time and space</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Inquiring & designing (Criterion B), Processing & evaluating (Criterion C), Reflecting on the impacts of Science (Criterion D)					Unit: Cells & Photosynthesis (Biology) <b>Key Concept: Systems</b> <b>Related Concepts: Function</b> <b>Global Context: Scientific &amp; technical innovation</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Inquiring & designing (Criterion B), Processing & evaluating (Criterion C), Reflecting on the impacts of Science (Criterion D)							Unit: Energy & Magnetism (Physics) <b>Key Concept: Change</b> <b>Related Concepts: Energy</b> <b>Global Context: Fairness &amp; Development</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Inquiring & designing (Criterion B), Processing & evaluating (Criterion C), Reflecting on the impacts of Science (Criterion D)						
Humanities	What Is History? <b>Key Concept: Time, Space &amp; Place</b> <b>Related Concepts: Perspective, Significance</b> <b>Global Context: Orientation in Time &amp; Space</b> <b>SOI: The perspective of historians influences the significance given to events in the past.</b> Assessment: Presentation (inc.OPVL & timeline)					The Ancient World: c60000BCE – 650CE <b>Key Concept: Change</b> <b>Related Concepts: Culture, Identity</b> <b>Global Context: Orientation in Time &amp; Space</b> <b>SOI: Many factors influence a civilisation's culture and identity</b> Assessment: Presentation (student choice of topic and format)													
Maths	Unit: Ratios, Rates & Proportion <b>Key Concept: Relationships</b> <b>Related Concepts: Equivalence</b> <b>Global Context: Fairness &amp; development</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Investigating Patterns (Criterion B), Communicating (Criterion C), Applying mathematics in real-life contexts (Criterion D)						Unit: Number – Human Exploration <b>Key Concept: Logic</b> <b>Related Concepts: representation, quantity</b> <b>Global Context: Scientific &amp; technological innovation</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Investigating Patterns (Criterion B), Communicating (Criterion C), Applying mathematics in real-life contexts (Criterion D)							Unit: Geometry – Human & Natural Landscapes <b>Key Concept: Form</b> <b>Related Concepts: generalization, space</b> <b>Global Context: Orientation in time &amp; space</b>					
PHE	Invasion Games <b>Key Concept: Relationships</b> <b>Related Concept: Systems</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Identifying a variety of systems and roles promotes relationship building through shared understanding.</b> Assessment: Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)										Movement <b>Key Concept: Change</b> <b>Related Concept: Function, Environment</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Developing and sharing personal understanding will enhance functional performance and understanding in different environments for all.</b> Assessment: Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)								

## Science, Humanities, Maths and PHE Semester 2

2022-23 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	Unit: Mixing & Separating (Chemistry) <b>Key Concept: Change</b> <b>Related Concepts: Conditions</b> <b>Global Context: Globalization &amp; Sustainability</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Inquiring & designing (Criterion B), Processing & evaluating (Criterion C), Reflecting on the impacts of Science (Criterion D)						Unit: Earth in Space (Earth Science) <b>Key Concept: Relationships</b> <b>Related Concepts: Balance</b> <b>Global Context: Orientation in time &amp; space</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Inquiring & designing (Criterion B), Processing & evaluating (Criterion C), Reflecting on the impacts of Science (Criterion D)						Unit: Body Systems (Biology) <b>Key Concept: Systems</b> <b>Related Concepts: Function</b> <b>Global Context: Scientific &amp; technical innovation</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Inquiring & designing (Criterion B), Processing & evaluating (Criterion C), Reflecting on the impacts of Science (Criterion D)						
Humanities	Water & Settlement <b>Key Concept: Systems</b> <b>Related Concepts: Resources, Disparity &amp; Equity</b> <b>Global Context: Globalisation &amp; Sustainability</b> <b>SOI: Water systems impact all aspects of human life..</b> Assessment: Fair Presentation, Vocabulary Portfolio									U.N. Sustainability Goal <b>Key Concepts: Development</b> <b>Related Concepts: Sustainability</b> <b>Global Context: Communities &amp; Connections</b> <b>SOI: Local communities can connect with each other to fulfil the objectives of the U.N. Sustainability Goals.</b> Assessment: Summative (student choice of format) connecting communities with a Sustainability Goal									
Maths	Unit: Geometry – Human & Natural Landscapes <b>Key Concept: Form</b> <b>Related Concepts: generalization, space</b> <b>Global Context: Orientation in time &amp; space</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Investigating Patterns (Criterion B), Communicating (Criterion C), Applying mathematics in real-life contexts (Criterion D)					Unit: Expressions & Equations – Puzzles and Tricks <b>Key Concept: Logic</b> <b>Related Concepts: representation, simplification</b> <b>Global Context: Personal &amp; cultural expression</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Investigating Patterns (Criterion B), Communicating (Criterion C), Applying mathematics in real-life contexts (Criterion D)					Unit: Statistics & probability <b>Key Concept: relationships</b> <b>Related Concepts: systems</b> <b>Global Context: Identities &amp; relationships</b> Assessment: MYP 1 - Knowing & understanding (Criterion A), Investigating Patterns (Criterion B), Communicating (Criterion C), Applying mathematics in real-life contexts (Criterion D)								
PHE	Individual Pursuits <b>Key Concept: Development</b> <b>Related Concept: Systems</b> <b>Global Context: Scientific and Technical Innovation</b> <b>SOI: Using technology we can understand the systems within the human body to enable effective movement.</b> Assessment: Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)									Net/Wall/Striking Games <b>Key Concept: Communication</b> <b>Related Concept: Space, Adaptation</b> <b>Global Context: Orientation in Space and Time</b> <b>SOI: Different forms of communication will impact my understanding and application of using space.</b> Assessment: Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)									



## Design and Arts Semester 1

2022-23 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
Media Design	<p>Design Cycle Challenge</p> <p><b>Key Concept:</b> Systems <b>Related Concept:</b> Adaptation <b>Global Context:</b> Globalization and Sustainability</p> <p><b>SOI:</b> To ensure a sustainable future we will rely on systems that can adapt to change. <b>Assessment:</b> Various stages of the design process</p> <p>This unit aims to solidify our understanding of the Design Cycle by applying it to various, unrelated scenarios.</p> <p>We will journey through the problem-solving process using creativity, logic and trial-and-error to arrive at worthy solutions to design problems.</p>																		
Digital Design	<p>Unit Title: For The Love of Food</p> <p><b>Key Concept:</b> Aesthetics <b>Related Concept:</b> Evaluation, Function, Innovation <b>Global Context:</b> Scientific and technical innovation</p> <p><b>SOI:</b> Understanding function enhances the ability to innovate and then test what you created. <b>Assessment:</b> Design folio and product.</p>																		
Product Design	<p>Advanced Game Design (Coding 201)</p> <p>Students investigate and implement the process of designing and creating a complete computer game. Through their investigations they will learn about a range of design elements associated with computer game development including the creation of concept art, game sound effects and music and advanced coding techniques.</p> <p><b>Key Concept:</b> Change is a conversion, transformation, or movement from one form, state or value to another. <b>Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</b> <b>Related Concept:</b> Adaptation and self evaluation</p> <p><b>Global Context:</b> Identities and relationships - Attitudes, Motivation, Personal and societal attitudes about what makes something fun to do.</p> <p><b>SOI:</b> All computer games have the same core purpose and function, and achieve this through applying the same key design principles. What are these principles and how can they be applied to the design and development of a computer game that can be created in less than 10 hours?</p> <p><b>Assessment:</b> Students are assessed on their ability to follow the design cycle as applied to the process of computer game development through their documented research, analysis and design, as well as their creation and submission of a complete computer game.</p>																		
Music	<p>Title: Conflict Songs: Performance</p> <p><b>Key Concept:</b> Communication</p> <p><b>Related Concept:</b> Audience</p> <p><b>Global Context:</b> Fairness and Development</p> <p><b>SOI:</b> Students will understand the relationship between art and its context and deepen their understanding of the world <b>Assessment:</b> Research project</p>						<p>Mini-Unit:</p> <p>Conflict Songs Continued: Composition</p> <p><b>Assessment:</b> Live performance of student compositions</p>												
Visual Arts	<p>The artifacts in our lives</p> <p><b>Key concept:</b> Identity <b>Related concepts:</b> Narrative</p> <p><b>Global context:</b> Identities and relationships</p> <p><b>SOI:</b> The process of artistic creation can lead to self-discovery.</p> <p><b>Assessment:</b> Artwork and Process Journal</p>										<p>The artifacts in our lives</p> <p><b>Key concept:</b> Identity <b>Related concepts:</b> Narrative</p> <p><b>Global context:</b> Identities and relationships</p> <p><b>SOI:</b> The process of artistic creation can lead to self-discovery.</p> <p><b>Assessment:</b> Artwork and Process Journal</p>								
Drama	<p>Title: Characterization</p> <p><b>Key Concept:</b> Change <b>Related Concept:</b> play, role, expression <b>Global Context:</b> identities and Relationships</p> <p><b>SOI:</b> Effective character portrayal requires a creative and imaginative process of transformation</p> <p><b>Assessment:</b> A presentation of a chosen character from one of the 3 genres: Commedia Dell'Arte, Melodrama. Realism.</p>																		

## Design and Arts Semester 2

2022-23 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>Design Cycle Challenge  <b>Key Concept: Systems</b>  <b>Related Concept: Adaptation</b>  <b>Global Context: Globalization and Sustainability</b>  <b>SOI: To ensure a sustainable future we will rely on systems that can adapt to change.</b>  <b>Assessment: Various stages of the design process</b>            This unit aims to solidify our understanding of the Design Cycle by applying it to various, unrelated scenarios.            We will journey through the problem-solving process using creativity, logic and trial-and-error to arrive at worthy solutions to design problems.</p> <p>Advanced Game Design (Coding 201)            Students investigate and implement the process of designing and creating a complete computer game. Through their investigations they will learn about a range of design elements associated with computer game development including the creation of concept art, game sound effects and music and advanced coding techniques.  <b>Key Concept: Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</b>  <b>Related Concept: Adaptation and self evaluation</b>  <b>Global Context: Identities and relationships - Attitudes, Motivation, Personal and societal attitudes about what makes something fun to do.</b>  <b>SOI: All computer games have the same core purpose and function, and achieve this through applying the same key design principles. What are these principles and how can they be applied to the design and development of a computer game that can be created in less than 10 hours?</b>  <b>Assessment: Students are assessed on their ability to follow the design cycle as applied to the process of computer game development through their documented research, analysis and design, as well as their creation and submission of a complete computer game.</b></p>																		
Music	<p>Title: Conflict Songs: Performance  <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>Mini-Unit:            Conflict Songs Continued: Composition  <b>Assessment: Live performance of student compositions</b></p>			
Visual Arts	<p>Self-Portrait  <b>Key concept: Identity</b>  <b>Related concepts: Narrative</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>The artifacts in our lives  <b>Key concept: Identity</b>  <b>Related concepts: Narrative</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>								
Drama	<p>Title: Characterization  <b>Key Concept: Change</b>  <b>Related Concept: play, role, expression</b>  <b>Global Context: identities and Relationships</b>  <b>SOI: Effective character portrayal requires a creative and imaginative process of transformation</b>  <b>Assessment: A presentation of a chosen character from one of the 3 genres: Commedia Dell'Arte, Melodrama. Realism.</b></p>																		

## Wellness Semester 1

2022-23 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
Wellness	<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>																		
Wellness	<p><b>Title:</b> Intro to Wellness (week 1)</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:</b> Self-Awareness/self-exploration (week 2-4)</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>												
Wellness	<p><b>Title:</b> Decision Making Skills/Interpersonal Skills (week 5-7)</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>																		
Wellness	<p><b>Title:</b> Drug Awareness (week 8-10)</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:</b> Sex Education and Relationships (week 11-13)</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

2022-23 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
Wellness	<p><b>Key Concept: Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</b></p> <p><b>SOI: Students will identify and learn key concepts that applies to everyday life situations.</b></p> <p><b>Global Context Identities and Relationships/Cultural and personal expression</b></p> <p><b>Assessment: Journaling, Small group learning</b></p>																		
Wellness	<p><b>Title: Social Awareness (14-16)</b></p> <p><b>Key Concept: Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</b></p> <p><b>Global Context: Identities and Relationships/Cultural</b></p> <p><b>SOI: Students will identify key concepts of self-awareness and apply learnings in everyday situation. Student will identify concept of empathy/sympathy for others outside of their communities/those who are consider a minority.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>						<p><b>Title: Digital Citizenship (15-16)</b></p> <p><b>Key Concept: Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</b></p> <p><b>Global Context: Identities and Relationships/Cultural</b></p> <p><b>SOI: Students will review how to properly use tech and identify the dangers of using tech incorrectly.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>												
Wellness	<p><b>Title: Career (Week 17-19)</b></p> <p><b>Key Concept: Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</b></p> <p><b>Global Context: Identities and Relationships/Cultural</b></p> <p><b>SOI: Students will identify potential careers and job they would like to acquire and the concept job versus career.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>						<p><b>Title: Closure and Gratitude (Week 20)</b></p> <p><b>Key Concept: Development of Self-awareness/identity, Social Awareness/Sexual Awareness, and Learning/Respecting key differences from different worldviews.</b></p> <p><b>Global Context: Identities and Relationships/Cultural</b></p> <p><b>SOI: Student will review course curriculum and review key points from previous classes. Also identify goals for next school year.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>												