

# Language and Literature Semester 1

2022-23 GRADE 9	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	Novel Study- <b>Key Concept: Perspectives</b> <b>Related Concept: Character, Point of view, Setting</b> <b>Global Context: Identities and Relationships</b> SOI: Character and style are tools authors use to explore perspectives about human nature. Assessment: Analytical writing / Creative writing							Other Voices, Other Rooms: Language and the Reclamation of Identity. The House on Mango Street. <b>Key Concept: Creativity</b> <b>Related Concept: Style, Self-expression</b> <b>Global Context: Personal and Cultural Expression</b> SOI: Authentic self-expression challenges social norms Assessment: Analytical writing / Creative Writing												
German A	The power of communication <b>Key Concept: Perspective</b> <b>Related Concept: Audience Imperatives, point of view, purpose</b> <b>Global Context: globalization and sustainability</b>									Literature changes over time <b>Key Concept: Connections; Time, place and space</b> <b>Related Concept: Context, Intertextuality, Setting, Style</b> <b>Global Context: Orientation in space and time</b>										
Korean A	Character analysis and creation using MBTI <b>Key Concept: Creativity</b> <b>Related Concept: Character, Context, Setting</b> <b>Global Context: Identities and relationships</b>										Emotion expression in different genres <b>Key Concept: Connections</b> <b>Related Concept: Audience Imperatives, Genres, Intertextuality, Purpose</b> <b>Global Context: Personal and cultural expression</b>									
Mandarin A	Short stories in translation <b>Key Concept: Culture</b> <b>Related Concept: Character, Genres, Setting, Structure, Style</b> <b>Global Context: Fairness and development</b> SOI: Texts give readers insight into both their own culture and that of others. Assessment: Analytical writing / Creative writing / Oral presentation							Speech <b>Key Concept: Communication</b> <b>Related Concept: Audience Imperatives, Point of view structure</b> <b>Global Concept: Fairness and development</b> SOI: Argument is a specific type communication unto itself. Assessment: Analytical writing / Speech writing / Debate												

## Language and Literature Semester 2

2022-23 GRADE 9	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	Power and Corruption: Macbeth <b>Key Concept: Connections/Relationships</b> <b>Related Concept: Audience Imperatives, Context</b> <b>Global Context: Orientation in Time and Space</b> SOI: Absolute and relative ideas can be explored within both temporal and atemporal contexts within a text, to examine connections between power and responsibility. Assessment: Debate / Creative writing / Creative Non-Fiction								A Call to Action: Creative Non-Fiction <b>Key Concept: Communication</b> <b>Related Concept: Genre, Intertextuality</b> <b>Global Context: Fairness and Development</b> SOI: Subversion of form reflects the subversion of authority. Assessment: Performative Assessment/ Analytical Writing											
German A	Identity and relationships - Drama <b>Key Concept: Communication, Relationship</b> <b>Related Concept: Character, Context, Setting</b> <b>Global Context: Identities and relationships</b>									Travel through history – with Poems <b>Key Concept: Creativity</b> <b>Related Concept: Self-expression, Style, Theme</b> <b>Global Context: Personal and cultural expression</b>										
Korean A	Effective Communication to solve conflicts <b>Key Concept: Communication</b> <b>Related Concept: Genres, Purpose, Setting, Structure, Style, Theme</b> <b>Global Context: Personal and cultural expression</b>										Open mindedness without fear <b>Key Concept: Perspcetive</b> <b>Related Concept: Context, Point of view, Self-expression</b> <b>Global Context: Globalization and sustainability</b>									
Mandarin A	Drama <b>Key Concept: Communication</b> <b>Related Concept:</b> <b>Global Concept: Personal and culture expression</b> SOI: Conflict is central to relationships; the way in which we respond to them is both personally and culturally specific. Assessment: Drama performance / Analytical writing / oral							Poetry (Classic & Modern) <b>Key Concept: Connections</b> <b>Related Concept: Intertextuality / Purpose / Self-expression</b> <b>Global Concept: Globalization and sustainability</b> SOI: Language is dynamic. Its application and use reflect the creativity of the individual as well as society's evolution. Assessment: Creative writing / Analytical writing / Rap & Lyric writing												

# Language Acquisition Semester 1

2022-23 GRADE 9	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's News? <b>Key Concept: Communication</b> <b>Related Concept: Structure</b> <b>Global Context: Globalization and Sustainability</b> <b>SOI: News articles can be structured to communicate societal, natural, and human events in a clear manner.</b> <b>Assessment: Reading Comprehension Tests, Video Comprehension Tests, Writing News Articles, Oral Presentations</b>										Technology Addiction ( <i>Disconnect</i> by Lois Peterson) <b>Key Concept: Communication</b> <b>Related Concept: Resources</b> <b>Global Context: Fairness and Development</b> <b>SOI: Addictions to technology can harm others as well as ourselves.</b> <b>Assessment: Chapter summaries, essay, class presentation</b>									
English B Phase 5	How to Write Your Life Story <b>Key Concept: Communication</b> <b>Related Concepts: purpose, point of view</b> <b>Global Context: Identities and Relationships</b>							Short Stories <b>Key Concept: Creativity</b> <b>Related Concepts: audience, message</b> <b>Global Context: Orientation in space and time</b>												
Spanish B High phase 2 & phase 3	Unit 1 Healthy habits (Spirit, mind & body) <b>Key Concept: Communication</b> <b>Related Concept: Point of view / Purpose</b> <b>Global Context: Identities and Relationships</b> <b>Statement of inquiry: We share our point of view on what a healthy life is with the purpose of having a happier and healthier and more balanced lifestyle.</b> <b>Assessment: Criteria A Listening comprehension</b> <b>Criteria C and D Speaking</b>										Unit 2 <i>Mi casa, tu casa</i> <b>Key Concept: Communication</b> <b>Related Concept: Conventions</b> <b>Global Context: Fairness and Development</b> <b>Statement of inquiry: Social conventions help us build more solid coexistence within our family and school environment.</b> <b>Assessment: Criteria A Listening comprehension</b> <b>Criteria C and D Speaking</b>									
French B Phases 1-2	Self and Family <b>Key Concept: Identity</b> <b>Related Concept: Function</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Family value is the cornerstone of a society.</b> <b>Assessment: Listening and Reading Comprehension, Oral Presentation/interview/videos, Written Production</b>							Town and City, Houses and Homes <b>Key Concept: Communication</b> <b>Related Concept: Conventions</b> <b>Global Context: Globalization and sustainability</b> <b>SOI: Organisation of cities and homes impact the way we live.</b> <b>Assessment: Listening and Reading Comprehension, Oral Presentation/ interview / videos, Written Production.</b>												
French B Phase 3-4	Lifestyle <b>Key Concept: Culture</b> <b>Related Concept: Meaning, word choice</b> <b>Global Context: Personal and cultural expression</b>							Travel in the Francophone world <b>Key Concept: Time, place and space</b> <b>Related Concept: Context, purpose</b> <b>Global Context: Globalization and sustainability</b>												

## Language Acquisition Semester 2

2022-23 GRADE 9	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	More Than Skin Deep ( <i>Beastly</i> by Alex Flinn) <b>Key Concept: Culture</b> <b>Related Concept: Empathy</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Our personal thoughts and actions affect other people as well as ourselves.</b> Assessment: Creative Writing, Literary Journal, Persuasive essay, Video comprehension test of excerpts from the movie the “Beastly” by Alex Flinn								There are no heroes. <b>Key Concept: Creativity</b> <b>Related Concept: Conventions</b> <b>Global Context: Orientation in Space and Time</b> <b>SOI: People have different definitions of who they consider to be a hero.</b> Assessment: oral presentations, listening comprehension tasks, reading comprehension test; persuasive essay, video comprehension test											
English B Phase 5	Romeo and Juliet <b>Key Concept: Connections</b> <b>Related Concepts: stylistic choices, inferences</b> <b>Global Context: Identities and Relationships</b>												Choice Book (Fiction or Non-Fiction) <b>Key Concept: Connections</b> <b>Related Concepts: audience, point of view</b> <b>Global Context: Personal and Cultural Expression</b>							
Spanish B Phases 2 & 3	Unit 3 Let’s protect our planet. <b>Key Concept: Connections</b> <b>Related Concept: Context</b> <b>Global Context: Globalisation and sustainability</b> <b>Statement of inquiry: Language is a powerful tool within Service and action and contributes to creating connections with others in order to maintain a sustainable environment.</b> Assessment: Criteria A Listening comprehension Criteria C and D Speaking									Unit 4 School is my life. <b>Key Concept: Communication</b> <b>Related Concept: Point of view / Purpose</b> <b>Global Context: Identities and Relationships</b> <b>Statement of inquiry: We share our point of view on what a healthy life is with the purpose of having a happier and healthier and more balanced lifestyle.</b> Assessment: Criteria A Listening comprehension Criteria C and D Speaking										
French B Phase 1-2	Travelling and Food <b>Key Concept: Culture</b> <b>Related Concept: Context</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Traveling experiences shape one’s cultural conceptions, awareness and understanding.</b> Assessment: Listening and Reading Comprehension, Oral Presentation / interview / videos, Written Production.									Responsible shopping <b>Key concept: Communication</b> <b>Related Concept: Audience</b> <b>Global Context: Globalization and Sustainability (Markets, commodities and commercialization)</b> <b>Statement of inquiry: Communicating what we need to buy should not only be focused on our audience, but also on our beliefs as responsible global citizens.</b> Assessment: Criteria B Reading Comprehension; Criteria C and D (writing)										
French B Phase 3	Let’s protect my planet <b>Key Concept: Change</b> <b>Related Concept: Empathy, meaning</b> <b>Global Context: Globalization and sustainability</b>									Responsible shopping <b>Key Concept: Development</b> <b>Related Concept: Audience</b> <b>Global Context: Globalization and sustainability</b>										

## Mandarin Acquisition Semester

2022-23 GRADE 9	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	My Family and Me <b>Key Concept: Identity</b> <b>Related Concept: Structure</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Family members assume specific roles in different cultures</b> <b>Assessment: Role Play, Interview, and Expository writing</b>										Seasons and Weather <b>Key Concept: Connection</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 3/4	Responsible Tourist <b>Key Concept: Culture</b> <b>Related Concept: Function, Purpose</b> <b>Global Context: Globalization and sustainability</b> <b>SOI: Tourism can help raise our responsibility towards the natural environment and gives us an insight into cultural differences.</b> <b>Assessment: writing; oral presentation, listening and reading comprehension</b>										Financial Management <b>Key Concept: Connections</b> <b>Related Concept: Point of view</b> <b>Global Context: Identities and Relationships</b> <b>SOI: Finance management plays an important role and effect the balance of our life.</b> <b>Assessment: writing; oral presentation, listening and reading comprehension</b>								
Mandarin B Phase 5	Entertainment <b>Key Concept: Identity</b> <b>Related Concept: Point of view, Purpose</b> <b>Global Context: Identities and relationships</b> <b>SOI: Entertainment is a powerful mean to release pressure and ease tension.</b> <b>Assessment: writing; oral presentation, listening and reading comprehension</b>										Target Language Country <b>Key Concept: Culture</b> <b>Related Concept: Argument, Voice</b> <b>Global Context: Personal and Cultural Expression</b> <b>SOI: Languages are only the embodies of culture, and knowledge of culture is intrinsic to language learning.</b> <b>Assessment: writing; oral presentation; listening and reading comprehension</b>								

## Mandarin Acquisition Semester 2

2022-23 GRADE 9	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 Anthony	School Life <b>Key Concept: Communication</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 Health <b>Key Concept: Perspective</b> <b>Related Concept: Function</b> <b>Global Context: Fairness and Development</b> <b>SOI: Food is a necessity of life</b> Assessment: Reading menus, ordering food, creating a poster promoting healthy foods									
Mandarin B Phase 3/4	Festivals & Celebrations <b>Key Concept: Culture</b> <b>Related Concept: Context</b> <b>Global Context: Personal and cultural expression</b> <b>SOI: Traditional festivals are important components of a nation's culture through an inquiry into the language and forms of celebrations.</b> Assessment: essay writing; oral presentation; reading and listening comprehension										Buildings & Design <b>Key Concept: Form</b> <b>Related Concept: Function</b> <b>Global Context: Orientation in time and space</b> <b>SOI: Design and construction manifest human needs and creativity both through layout and functions.</b> Assessment: essay writing; oral presentation; reading and listening comprehension									
Mandarin B Phase 5	Environment <b>Key Concept: Global Interactions</b> <b>Related Concept: Empathy, Theme</b> <b>Global Context: Globalization and sustainability</b> <b>SOI: Individuals play an important role in protecting the environment.</b> Assessment: Letter writing; oral presentation; reading comprehension							Health <b>Key Concept: Systems</b> <b>Related Concept: Argument, Purpose</b> <b>Global Context: Identities and relationships</b> <b>SOI: Life style defines our health.</b> Assessment: Menu design; Interactive oral and listening conversation; reading comprehension												

# Science, Humanities, Maths and PHE Semester 1

2022-23 GRADE 9	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	Biological Systems <b>Key Concept: Change</b> Related Concept: Environment, Interaction Global Context: Scientific and Technological Innovation SOI: A change to a system will affect the systems they are a part of and the systems that they are made up of, these changes can have health and environmental impacts. Assessment: A: End of topic test B/C: Design Lab Report D:Essay – Reflecting on the impact of a treatment/cure/remedy to a body system disorder (choice).									Chemistry of Change <b>Key Concept: Change</b> Related Concept: Energy, Models, Patterns, Transformation Global Context: Scientific and Technological Innovation SOI: Chemistry is the study of change. Chemical reactions involve changes in the arrangement of atoms within a substance, the bonds holding them together, and the amount of energy stored within them. Assessment: A: End of topic test (Semester 1 Exam) B/C: Design Lab Report										
Design Science	Introduction to Design Science <b>Key Concept: Relationships</b> Related Concept: Development, Interaction, Consequences Global Context: Scientific and Technological Innovation SOI: Students are introduced to the design cycle by designing, creating, and evaluating their spaghetti towers and balloon rockets. Assessment: Balloon Rocket Report (A,B,C,D), Forces Quiz (A)							Elastic Band Car <b>Key Concept: Change</b> Related Concept: Evidence, Movement, Energy Global Context: Orientation is time and space SOI: Technological designers provide evidence in order to develop and re-invent devices to improve efficiency of movement. Assessment: Motion Graph Quiz (A), Elastic Band Car Report (A, B, C, D)												
Humanities	Population <b>Key Concept: Change</b> Related Concepts: Choice and Resources Global Context: Fairness and Development SOI: Population growth accelerates the pace of change. Assessments: Population PSA and Distribution Writing												Revolutions <b>Key Concept: Change</b> Related Concept: Innovation and Revolutions Global Context: Personal & Cultural Expression SOI: Societies can adopt, adapt or resist significant ideas. Assessment: Revolutions Essay							
Maths Standard	Coordinate Geometry: "Line Dancing" <b>Key Concept: Relationships</b> Related Concepts: Change, Representation Global Concept: Scientific and Technical Innovation SOI: We can represent relationships between two variables on a set of axes... Assessments: Criterion A: Unit test Criterion B: Patterns investigation (graphing lines and intersections)						Statistics: "Number Crunching" <b>Key Concepts: Communication and Relationships</b> Related Concepts: Measurement, Pattern, Representation Global Concept: Identities and Relationships SOI: We can use measurement to collect data and create a logical pattern to inform us on the development of people, countries and other items. Assessments: Criterion C/D: Egg Investigation						Trigonometry: "SOHCAHTOA!" <b>Key Concepts: Form and Relationships</b> Related Concepts: Generalization, Equivalence Global Concept: Scientific and Technical Innovation SOI: Triangles are everywhere. The relationships between side lengths and angles in a triangle can be used to solve problems. Did Pythagoras help create GPS? Assessments: Criterion D: Pythagoras – Does this make sense? (Criterion A: Semester Exam)							

<p>Maths Extended</p>	<p>Linear Functions  <b>Key Concept: Relationships</b>  <b>Related Concepts: Change, Equivalence Representation</b>  <b>Global Concept: Scientific and Technical Innovation</b>  <b>SOI: The relationship between two locations in space and the understanding of how to represent this relationship is key to many fields of study.</b>  <b>Assessments:</b>  <b>A: Unit Test</b>  <b>B/D: Linear Programming</b></p>	<p>Quadratics  <b>Key Concepts: Relationships</b>  <b>Related Concepts: Change, Model, Representation</b>  <b>Global Concept: Scientific and Technical Innovation</b>  <b>SOI: The change in the use of natural resources over time can be modelled using non-linear functions.</b>  <b>Assessments:</b>  <b>A: Unit quiz/test</b>  <b>B/C/D: Patterns in Graphing parabolas and Quadratics in Real Life</b></p>
<p>PHE</p>	<p>Invasion Games  <b>Key Concept: Relationships</b>  <b>Related Concept: Interaction</b>  <b>Global Context: Identities and Relationships</b>  <b>SOI: Positive Interaction are the basis for all relationships to develop and grow effectively.</b>  <b>Assessment: Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)</b></p>	<p>Movement  <b>Key Concept: Change</b>  <b>Related Concept: Environment, Movement</b>  <b>Global: Personal and Cultural Expression</b>  <b>SOI: Change is essential to share and apply personal movement patterns through different cultural exchanges.</b>  <b>Assessment: Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)</b></p>
<p>Interdisciplinary Inquiry</p>	<p>Students devise and complete a project of their own choice and based on one of several provocation statements. The unit follows a process of Investigate, Plan, Take Action and Reflect, preparing students for the Personal Project in Grade 10.</p>	



## Science, Humanities, Maths and PHE Semester 2

2022-23 GRADE 9	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	Physics - Energy <b>Key Concept: Change</b> <b>Related Concept: Energy, Environment, Transformation, Movement</b> <b>Global Context: Scientific and Technological Innovation</b> SOI: Energy transfer through mediums and transform to different forms of energy, the transfer and transformation of energy can be explained using models. Assessment: A: End of topic test B/C: Design Lab Report D: Essay – Reflecting on the impact of Science: Objects/Tools/Machines/Materials which operate by means of an energy transformation.									Science Fair <b>Key Concept: Logic / Communication</b> <b>Related Concept: Evidence, Patterns</b> <b>Global Context: Scientific and Technological Innovation</b> SOI: Interests and technology can be explored and communicated using the scientific method, patterns can be interpreted and evidence can be found to support your findings Assessment: A: [Science Fair] – Explain scientific understanding B/C: [Science Fair] – Showcase and communicate a personal scientific investigation									
Design Science	Exoplanet Lander (Egg drop) <b>Key Concept: Change</b> <b>Related Concept: Energy, Development</b> <b>Global Context: Scientific and Technological Innovation</b> SOI: The motion of objects can be described and predicted using the laws of physics Assessment: Energy transformation quiz (A), Egg Drop Report (A, B, C, D);				Rube Goldberg Machine <b>Key Concept: Transformations</b> <b>Related Concept: Energy, Transformation, Development</b> <b>Global Context: Orientation is time and space</b> SOI: Energy is distributed within a system, and can be transferred between a system and its environment. Assessment: RGB Report (A, B, C, D)								Water Bottle Rocket* <b>Key Concept: Change</b> <b>Related Concept: Environment, Function, Movement</b> <b>Global Context: Scientific and Technological Innovation</b> SOI: Pioneering discoveries can challenge conventional wisdom and open pathways toward deeper understanding. Assessment: Water Bottle Rocket Sci Fair (A, C,) *time permitting						
Humanities	Conflict <b>Key Concept: Time, Place, Space</b> <b>Related Concept: Conflict</b> <b>Global Context: Identities and Relationships</b> SOI: Conflict is essential and inevitable. Assessment: World War 1 Debate												Change (Invention Convention) <b>Key Concept: Culture</b> <b>Related Concept: Beliefs</b> <b>Global Context: Personal &amp; Cultural Expression</b> SOI: All change is good. Assessment: Invention Convention						

<p>Maths Standard</p>	<p>Trigonometry: "SOHCAHTOA!"  <b>Key Concepts: Form and Relationships</b>  <b>Related Concepts:</b> Generalization, Equivalence  <b>Global Concept: Scientific and Technical Innovation</b>  <b>SOI:</b> Triangles are everywhere. The relationships between side lengths and angles in a triangle can be used to solve problems. Did Pythagoras help create GPS?</p>	<p>Quadratics: "The X Factor"  <b>Key Concepts: Form and Relationships</b>  <b>Related Concepts:</b> Generalization, Equivalence, Model, Representation  <b>Global Concept: Scientific and Technical Innovation</b>  <b>SOI:</b> Parabolas exist in the real world...  <b>Assessments:</b>          Criterion B: Patterns in Graphing parabolas          Criterion C &amp; D: Quadratics in Real Life</p>	<p>Financial Mathematics: "Counting the Cost"  <b>Key Concepts: Relationships</b>  <b>Related Concepts:</b> Equivalence, Quantity, Representation  <b>Global Concept: Globalization and Sustainability</b>  <b>SOI:</b> Mathematics is needed to make sense of the financial world....  <b>Assessments:</b>          Criterion C and D: Application task (Criterion A: Semester Exam)</p>
<p>Maths Extended</p>	<p>Exponents and Radicals  <b>Key Concept: Relationships</b>  <b>Related Concepts:</b> Equivalence, Representation, Simplification  <b>Global Concept: Scientific and Technical Innovation</b>  <b>SOI:</b> The ability to simplify expressions and determine relationships through equivalence makes technical innovation easier.  <b>Assessments:</b>          A: Unit Test          B/C: Pattern recognition in nested radicals</p>	<p>Trigonometry:  <b>Key Concepts: Relationships, Time, Place and Space</b>  <b>Related Concepts:</b> Measurement, Representation, Space  <b>Global Concept: Scientific and Technical Innovation</b>  <b>SOI:</b> Our understanding of triangular representation and relationships allows for modern communication.  <b>Assessments:</b>          A: Unit quiz/test          C/D: Right-triangle trigonometry in real life</p>	<p>Financial Mathematics: "Counting the Cost"  <b>Key Concepts: Relationships</b>  <b>Related Concepts:</b> Equivalence, Quantity, Representation  <b>Global Concept: Globalization and Sustainability</b>  <b>SOI:</b> Mathematics is needed to make sense of the financial world.  <b>Assessments:</b>          C/D: Application task</p>
<p>PHE</p>	<p>Individual Pursuits  <b>Key Concept: Development</b>  <b>Related Concept: Adaptation, Movement</b>  <b>Global Context: Scientific and Technical Innovation</b>  <b>SOI:</b> Effective use of technology has improved opportunities for all to adapt, develop and maximise movement patterns.  <b>Assessment:</b> Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)</p>		<p>Net/Wall/Striking Games  <b>Key Concept: Communication</b>  <b>Related Concept: Choice, Systems</b>  <b>Global Context: Fairness and Development</b>  <b>SOI:</b> Communicating different systems to organize others is essential to structure and provide choice for positive interactions.  <b>Assessment:</b> Assessment: Criteria A (Knowing and Understanding) Criteria B (Planning for performance) Criteria C (Applying and performing) Criteria D (Reflecting and Improving performance)</p>
<p>Interdisciplinary Inquiry</p>	<p>Students devise and complete a project of their own choice and based on one of several provocation statements. The unit follows a process of Investigate, Plan, Take Action and Reflect, preparing students for the Personal Project in Grade 10.</p>		

# Design and Arts Semester 1

2022-23 GRADE 9	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>Film Language - Level 1 Students examine and learn the mechanics and nuances of film language and visual storytelling. <b>Key Concept: Communication</b> <b>Related Concept: Function</b> <b>Global Context: Cultural &amp; Personal Expression</b> <b>SOI: Film making is a personal and cultural expression which uses the function of cinematic language to communicate to an audience..</b> Assessment: Incremental planning &amp; filming exercises leading to a completed, original short film In this introductory unit we look at the complex, nuanced and often self-referential field of cinema. We examine subtext and story structure, how to convey this through shooting, how to plan our production and then edit and export our final films. The product aim of this unit is to complete a short film ready for submission to the ACAMIS Student Film Festival.</p>																		
Digital Design	<p>Unit Title: Biomimicry and Design <b>Key Concept: Development</b> <b>Related Concept: Evaluation, Function, Innovation</b> <b>Global Context: Scientific and technical innovation</b> <b>SOI: The development of sustainable societies can arise from adaptation inspired by the natural world.</b> Assessment: Design folio and product. Portfolios and Projects to be chosen for submission to the Youth Biomimicry Design Competition.</p>																		
Product Design	<p>Unit Title : Lego Robotics Design Students investigate and implement a range of design options suitable for creating a Robot which will ultimately compete in the NIS BattleBots competition. Through their investigations, students will learn about the physical design aspects associated with creating a moving Lego robot, as well as the software programming design aspects required for creating both AI and remote-control systems for their robot. <b>Key Concept: Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</b> <b>Related Concept: Function - Designing systems that meet a specific function doesn't mean that all the designs need to be the same.</b> <b>Global Context: Scientific and technical innovation - Systems that support the modern world that we live in are becoming increasingly automated.</b> <b>SOI: A range of systems need to work together for modern day robots to be able to achieve the complex tasks that they carry out in the technological society of today, calling on robotics engineers to be versed in both mechanical design concepts as well as digital technology skills.</b> Assessment: Students are assessed on their documented research into basic robot engineering design principles including gearing, motors, sensors, steering, strength and control. Following testing and refinement of robot design including analysis of outcomes from tests and challenges, their assessment culminates in the submission of their final BattleBot Robot Design including participation in class challenges.</p>																		

<p>Music</p>	<p>Unit Title: Beginner Band  <b>Key Concept: Communication</b>                  Related Concept: Role, Composition (performance)                  Global Context: Identities and Relationships (health)                  SOI: Our bodies change when we learn new instruments.                  Assessment: MYP Process Journal and YouTube-style video showing primary and secondary instruments</p>	<p>Unit Title: Music with Jobs  <b>Key Concept: Identity</b>                  Related Concept: Expression &amp; Interpretation,                  Global Context: Identities and Relationships (Communities)                  SOI: Culture is cultivated from shared experiences.                  Assessment: MYP Process Journal and presented music (compositions &amp; performances)</p>
<p>Visual Arts</p>	<p>Make a Mark  <b>Key Concept: Communication</b>                  Related Concept: Presentation                  Global Context: Fairness &amp; Development                  SOI: A well-presented visual message has the potential for global influence and can be a vehicle for change.                  Assessment: Process Journal &amp; Artwork</p>	
<p>Drama</p>	<p><b>Unit Title: Theatre Styles: Dramatic Genres.</b>  <b>Key Concept: Form</b>                  Related Concept: Expression, Genre, Structure                  Global Context: orientation in space and time                  SOI: Creating effective drama relies on a detailed awareness of form, genre and structure                  Assessment: Assessment: Process Journal. Final Evaluation. Scene Outline, Final devised performance</p>	

## Design and Arts Semester 2

2022-23 GRADE 9	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
Media Design	<p>Film Language - Level 1_2 Students examine and learn the mechanics and nuances of film language and visual storytelling. <b>Key Concept: Communication</b> <b>Related Concept: Function</b> <b>Global Context: Cultural &amp; Personal Expression</b> <b>SOI: Film making is a personal and cultural expression which uses the function of cinematic language to communicate to an audience..</b> Assessment: Incremental planning &amp; filming exercises leading to a completed, original short film Continuing on from the previous semester, students embark on a new film investigating their own choice of genre and format.</p>																		
Digital Design	<p>Unit Title: Biomimicry and Design <b>Key Concept: Development</b> <b>Related Concept: Evaluation, Function, Innovation</b> <b>Global Context: Scientific and technical innovation</b> <b>SOI: The development of sustainable societies can arise from adaptation inspired by the natural world.</b> Assessment: Design folio and product. Portfolios and Projects to be chosen for submission to the Youth Biomimicry Design Competition.</p>																		
Product Design	<p>Unit Title : Lego Robotics Design Students investigate and implement a range of design options suitable for creating a Robot which will ultimately compete in the NIS BattleBots competition. Through their investigations, students will learn about the physical design aspects associated with creating a moving Lego robot, as well as the software programming design aspects required for creating both AI and remote-control systems for their robot. <b>Key Concept: Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</b> <b>Related Concept: Function - Designing systems that meet a specific function doesn't mean that all the designs need to be the same.</b> <b>Global Context: Scientific and technical innovation - Systems that support the modern world that we live in are becoming increasingly automated.</b> <b>SOI: A range of systems need to work together for modern day robots to be able to achieve the complex tasks that they carry out in the technological society of today, calling on robotics engineers to be versed in both mechanical design concepts as well as digital technology skills.</b> Assessment: Students are assessed on their documented research into basic robot engineering design principles including gearing, motors, sensors, steering, strength and control. Following testing and refinement of robot design including analysis of outcomes from tests and challenges, their assessment culminates in the submission of their final BattleBot Robot Design including participation in class challenges.</p>																		
Music	<p>Unit Title: Music With Jobs <b>Key Concept: Identity</b> <b>Related Concept: Expression &amp; Interpretation,</b> <b>Global Context: Identities and Relationships (Communities)</b> <b>SOI: Culture is cultivated from shared experiences.</b> Assessment: MYP Process Journal and presented music (compositions &amp; performances)</p>												<p>Unit Title: OPEN <b>Key Concept: Aesthetics, communication, identity or change</b> <b>Related Concept: Own Choice</b> <b>Global Context: Own Choice</b> <b>SOI: Students will design their own theme/topic and plan their individual inquiry using the creative cycle and Process Journal</b> Assessment: Process Journal with performances or creations</p>						

<p>Visual Arts</p>	<p>Nature - Chinese Brush Painting  <b>Key concept: Aesthetics</b>  <b>Related concepts: Composition</b>  <b>Global context: Personal and cultural expression</b>  <b>SOI: Many cultures consider balance and harmony found in nature to be the cornerstones of Aesthetics.</b>  <b>Assessment: Artwork and Process Journal</b></p>	<p>Landscape/Cityscape - Relief Sculpture  <b>Key concept: Identity</b>  <b>Related concepts: Expression</b>  <b>Global context: Globalization and Sustainability</b>  <b>SOI: Line and form can shape expressions.</b>  <b>Assessment: Artwork and Process Journal</b></p>
<p>Drama</p>	<p>Title: Theatre Styles: From Page to Stage  <b>Key Concept: Aesthetics</b>  <b>Related Concept: Audience, Composition, Interpretation,</b>  <b>Global Context: Personal and Cultural expression</b>  <b>SOI: It takes more than one person to direct a play.</b>  <b>Assessment: Journal Work, directing and performing an extract from a chosen play. Final Evaluation</b></p>	<p>Title: Theatre Styles: Monologues  <b>Key Concept: Identity</b>  <b>Related Concept: Interpretation, Role, Representation</b>  <b>Global Context: identities and Relationships</b>  <b>SOI: Actors must fully understand the characters they play.</b>  <b>Assessment: Journal Work, Performance of an original Monologue, Final Evaluation</b></p>

# Wellness Semester 1

2022-23 GRADE 9	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: 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: Intro to Wellness (week 1)</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 be introduced to class rules, essential agreements, and curriculum.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>						<p><b>Title: Self-Awareness/self-exploration (week 2-4)</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.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>												
Wellness	<p><b>Title: Decision Making Skills/Interpersonal Skills (week 5-7)</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 and develop skills used to make both rationale and logical decisions based on present and future situations.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>																		
Wellness	<p><b>Title: Drug Awareness (week 8-10)</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 the affects of drug and substance abuse on the body.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>						<p><b>Title: Sex Education and Relationships (week 11-13)</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 learn sexual roles within the society (male, female, nonbinary) and functions of sexual organs.</b></p> <p><b>Assessment: Journaling, Small Group Learning</b></p>												

## Wellness Semester 2

2022-23 GRADE 9	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>SOI: Students will identify and learn key concepts that applies to everyday life situations.</p> <p><b>Global Context Identities and Relationships/Cultural and personal expression</b></p> <p>Assessment: Journaling, Small group learning</p>																		
Wellness	<p>Title: Social Awareness (14-16)</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>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.</p> <p>Assessment: Journaling, Small Group Learning</p>						<p>Title: Digital Citizenship (15-16)</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>SOI: Students will review how to properly use tech and identify the dangers of using tech incorrectly.</p> <p>Assessment: Journaling, Small Group Learning</p>												
Wellness	<p>Title: Career (Week 17-19)</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>SOI: Students will identify potential careers and job they would like to acquire and the concept job versus career.</p> <p>Assessment: Journaling, Small Group Learning</p>						<p>Title: Closure and Gratitude (Week 20)</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>SOI: Student will review course curriculum and review key points from previous classes. Also identify goals for next school year.</p> <p>Assessment: Journaling, Small Group Learning</p>												