

Language Acquisition Subject Group Overview

Phase & Subject	Unit 1	Unit 2	Unit 3	Unit 4
1 Danish Susan	Identity Concepts: Communication, audience and message. Inquiry: Understanding your audience helps you choose the right words and phrases to communicate your message effectively. Assessments: Criteria A: Watch a video where a Danish person introduces herself Criteria B: Read a letter from a penpal Criteria C: Talk about themselves Criteria D: Write a letter ATL skills: Communication skills: Give and receive meaningful feedback, Take effective notes in class/ Reflection skills: Consider ATL skills development/ Information literacy skills: Collect, record and verify data, Present information in a variety of formats and platforms Content summary: - Basic vocabulary introduced (identity, food, hobbies, family, clothing etc) - How to communicate one's own and inquire about another's identity. - How to ask and answer questions. Vocabulary expansion (in all four strands). - Developed more understanding of different grammatical conventions. - Capability to communicate more information in target language.	Culture and tradition Concepts: Culture, convention and function. Inquiry: Traditions are important cultural functions, giving us conventions for expressing or celebrating what happens in our lives. Assessments: Criteria A: Watch a video about Danish traditions Criteria B: Read a brochure about Fastelavn Criteria C: Explain min. 2 Danish traditions Criteria D: Write an introduction to a Danish tradition ATL skills: Communication skills: Take effective notes in class/ Collaboration skills: Practise empathy, Listen actively to other perspectives and ideas, Encourage others to contribute Content summary: - What does Danish culture look like: traditions (Fastelavn, Easter, Skt. Hans, Mortens Aften and December traditions) - How are traditions connected to a country's geography? Weather/temperatures/food. - Vocabulary expansion (in all four strands). - Developed more understanding of different grammatical conventions. - Capability to communicate more information in target language.	How we organise ourselves Concepts: Connection, context and purpose. Inquiry: The context of a country's historical connection affects the understanding of the connection's present/future purpose. Assessments: Criteria A: Watch a documentary about Denmark and Greenland in 1960's Criteria B: Read a brochure about Greenland Criteria C: Describe life in Greenland based on a chosen picture Criteria D: Write a letter to a friend describing Greenland ATL skills: Communication skills: Take effective notes in class/Reflection skills: Consider ethical, cultural and environmental implications/Creative-thinking skills: Make unexpected or unusual connections between objects and/or ideas/ Practise visible thinking strategies and techniques Content summary: - The history of the relationship between Greenland and Denmark. How and why did it start, how did it develop and what does it look like now. - Inquiry into the cultural and religious Greenland. - Vocabulary expansion (in all four strands). - Developed more understanding of different grammatical conventions.	

			Capability to communicate more information in target language.	
2 Danish Sarah	Healthy Lifestyle Concepts: Communication, context and meaning Global Context: Identities and relationships Inquiry: Communication and relationships to others and to selves help us shape our own sense of identity. Assessment: Criterion A: Watch 2 videos on children talking about friendship and bullying Criterion B: Read a text about bullying Criterion C: Interview each other about friendships and bullying Criterion D: Write a "blue book" about yourself (tradition in Danish schools) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences; Use appropriate forms of writing for different purposes and audiences Collaboration skills: Use social media networks appropriately to build and develop relationships Organisation skills: Plan short- and long-term assignments; meet deadlines Affective skills: Demonstrate persistence and perseverance Reflection skills: Develop new skills, techniques and strategies for effective learning Information literacy skills: Use critical-literacy skills to analyse and interpret media communications Media literacy skills: Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)	Denmark, Traditions and Celebrations Concepts: Culture, context and Conventions Global Context: Personal and cultural expression Inquiry: Awareness of personal and cultural expression of traditions makes it possible to transfer contextualised conventions across people, culture and time. Assessment: Criterion B: Read a text about Christmas in Denmark Criterion D: Write a holiday card to a friend or a family member ATL skills: Communication skills: Give and receive meaningful feedback; Use intercultural understanding to interpret communication Collaboration skills: Use social media networks appropriately to build and develop relationships Organisation skills: Plan short- and long-term assignments; meet deadlines Affective skills: Practise focus and concentration Reflection skills: Develop new skills, techniques and strategies for effective learning Information literacy skills: Use critical-literacy skills to analyse and interpret media communications Media literacy skills: Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)	Dreams for the Future Concepts: Communication and context Global Context: Personal & Cultural Expression Inquiry: Dreams for our future are rooted in our cultural and personal context and help us communicate our current and future identity Assessment: Criterion A: Watch a vlog about a profession Criterion B: Read a text about a professional football player Criterion C: Interview each other about dreams for the future ATL skills: Communication skills: Give and receive meaningful feedback, Use intercultural understanding to interpret communication Collaboration skills: Use social media networks appropriately to build and develop relationships; Practise empathy Organisation skills: Plan short- and long-term assignments; meet deadlines Affective skills: Demonstrate persistence and perseverance Reflection skills: Develop new skills, techniques and strategies for effective learning Information literacy skills: Use critical-literacy skills to analyse and interpret media communications Media literacy skills: Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)	Music Concepts: Culture, meaning & purpose Global Context: Personal & Cultural Expression Inquiry: Music can be used for different purposes and to convey different meanings across cultures. Assessment: Criterion A: Watch a video of an interview of 2 Danish students talking about music Criterion B: Read a review of a concert Criterion C: Interview each other on your designated Danish musician Criterion D: Write a text about musical preference, your Danish musician and the importance of music ATL skills: Communication skills: Give and receive meaningful feedback, Use intercultural understanding to interpret communication Collaboration skills: Use social media networks appropriately to build and develop relationships; Practise empathy Organization skills: Plan short- and long-term assignments; meet deadlines Affective skills: Practise focus and concentration Reflection skills: Develop new skills, techniques and strategies for effective learning Information literacy skills: Use critical-literacy skills to analyse and interpret media communications Media literacy skills: Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media

	Critical-thinking skills: Practise observing carefully in order to recognize problems Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries Transfer skills: Use effective learning strategies in subject groups and disciplines Content summary: - Learning vocabulary to express aspects of health (physical & mental wellbeing) - Reading and watching videos around bullying - Using language to create an anti-bullying campaign	Critical-thinking skills: Practise observing carefully in order to recognize problems Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries Transfer skills: Use effective learning strategies in subject groups and disciplines Content summary: - Learning about Danish traditions & celebrations - Learning about traditions & celebrations from other cultures - Seasonal vocabulary - Comparison of different traditions/celebrations	Critical-thinking skills: Practise observing carefully in order to recognize problems Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries Transfer skills: Use effective learning strategies in subject groups and disciplines Content summary: - School & work related vocabulary - Use of verbs to refer to the future	(including digital social media and online networks) Critical-thinking skills: Practise observing carefully in order to recognize problems Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries Transfer skills: Use effective learning strategies in subject groups and disciplines Content summary: - Music/instrument related vocabulary - Expression of musical preferences - Learn about different Danish musicians - Do research and presentation on a Danish musician
2 Danish Susan	How we organise ourselves Concepts: Communication, conventions, pattern Inquiry: Learning a language involves understanding the patterns and conventions of how people communicate. Assessments: Criteria A: Watch an interview with an artist from Copenhagen Criteria B: Read a review of a concert Criteria C: Describe an attraction or an artist in Copenhagen Criteria D: Write a brochure about Copenhagen ATL skills: Communication skills: Give and receive meaningful feedback; Take effective notes in class/ Organization skills: Keep an organised and logical system of information files/notebooks/ Reflection skills: Consider ATL skills development/ Information literacy skills: Collect, record and verify data; Present information in a variety of formats and platforms Content summary: • How we organise ourselves: • Inquiry about København • Attractions in København	Where we are in time and place Concepts: Culture, context, meaning Inquiry: Learning about historical times gives us insight into their culture, the context of their time, and the meaning behind their contributions to society then and now. Assessments: Criteria A: Watch part of a documentary about daily life of a viking Criteria B: Read a brochure about the daily life of vikings Criteria C: Describe a day in a vikings life Criteria D: Create a poster about vikings's trade, ships or food. ATL skills: Communication skills: Take effective notes in class/ Collaboration skills: Practice empathy, Listen actively to other perspectives and ideas, Encourage others to contribute Content summary: • Life in Denmark in 850-1050 (early Middle age). • Geography • Organisation • development in society	Human Ingenuity Concepts: Creativity audience, form Inquiry: Expressing creativity in story telling means considering the audience and selecting a form that will strongest communicate your message. Assessments: Criteria A: Watch a fairy tale (<i>Princess and the pea</i>) Criteria B: Read a fairy tale (<i>The ugly duckling</i>) Criteria C: Retell a fairy tale (Free choice from all tales in the unit) Criteria D: Write about H.C. Andersen, life and fairytales ATL skills: Communication skills: Take effective notes in class Reflection skills: Focus on the process of creating by imitating the work of others/ Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways, Practice visible thinking strategies and techniques Content summary: • HCA biography: his life journey from Odense to	

	• Inquiry about an attraction of own choice • Presentation • History of the city • Churches in København • Inquiry about a church of own choice • Artist in København • Introduction to 5 artists • Inquiry about a artist of own choice (artist and one song) • Reading, presenting (oral and poster), listening (2 videos about artist), writing (about attraction, church, artist) • Vocabulary expansion (in all four strands). • Developed more understanding of different grammatical conventions. • Capability to communicate more information in target language.	• Tools • Transportation • Food • Vocabulary expansion (in all four strands). • Developed more understanding of different grammatical conventions. • Capability to communicate more information in target language.	Copenhagen and to the rest of Europe • HCA fairy tales: students will become familiar with the most famous tales by HCA and understand the literary techniques he uses - and apply them in writings of their own. • Vocabulary expansion (in all four strands). • Developed more understanding of different grammatical conventions. • Capability to communicate more information in target language.	
3 Danish Sarah Susan	My Life Concepts: Relationships, context and empathy Global Context: Personal & Cultural Expression Inquiry: Adolescent life is focused on personal expression and creation of relationships within their social context. Assessment: Criterion A: Watch an episode of a Danish TV series about school life in Denmark Criterion B: Read a text about life in an international school in China Criterion C: pretend you are going on a blind date Criterion D: Write a profile text about yourself on a pretend dating website ATL skills: Communication skills: Give and receive meaningful feedback, Use intercultural understanding to interpret communication	Traditions & Lifestyle Concepts: Identity, function & message Global Context: Identities & Relationships Inquiry: Cultural expression can function as a means to communicate a message about identity. Assessment: Criterion D: Write an article about a specific cultural celebration of your choice ATL skills: Communication skills: Give and receive meaningful feedback; Use intercultural understanding to interpret communication Organisation skills: Create plans to prepare for summative assessments (examinations and performances), Keep and use a weekly planner for assignments; Set goals that are challenging and realistic; Plan	Famous People in Denmark Concepts: Connections, context & audience Global Context: Identities & Relationships Inquiry: The connection between social, historical and cultural contexts help us broaden our perspective in language learning Assessment: Criterion B: Read a text about a popular Danish film series Criterion C: Interview each other, pretending that you are a famous Dane of your choice Criterion D: Write an article about a famous Dane of your choice ATL skills: Communication skills: Use intercultural understanding to interpret communication; Use a variety of speaking techniques to communicate with a variety of audiences	Cities & Communities in Denmark Concepts: Culture, conventions & context Global Context: Orientation in space and time Inquiry: Knowledge about different communities broadens our perspective and strengthens our own cultural identity Assessment: Criterion A: Watch a video clip about Christiania Criterion B: Read a text about Bornholm ATL skills: Collaboration skills: Delegate and share responsibility for decision-making; Help others to succeed Organisation skills: Keep and use a weekly planner for assignments; Set goals that are challenging and realistic; Plan strategies and take action to achieve personal and academic goals

	Collaboration skills: Practise empathy, Delegate and share responsibility for decision-making; Help others to succeed; Take responsibility for one's own actions Organization skills: Set goals that are challenging and realistic Affective skills: Demonstrate persistence and perseverance Media literacy skills: Make informed choices about personal viewing experiences, Understand the impact of media representations and modes of presentation Content summary: - Learn about the lives of adolescents in Denmark and around the world through reading texts and watching videos - Use of oral and written language to express thoughts about their own life and reflect on how it compares with other adolescent lives.	strategies and take action to achieve personal and academic goals Information literacy skills: Make connections between various sources of information; Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information; Use memory techniques to develop long-term memory Creative-thinking skills: Apply existing knowledge to generate new ideas, products or processes Content summary: - Learn about Danish traditions & celebrations - Learn about traditions & celebrations from other cultures - Seasonal vocabulary - Comparison of different traditions/celebrations - Writing an article about a cultural celebration of your choice	Collaboration skills: Help others to succeed; Manage and resolve conflict and work collaboratively in teams Affective skills: Practise strategies to overcome distractions; Practise being aware of body–mind connections; Demonstrate persistence and perseverance Information literacy skills: Access information to be informed and inform others; Make connections between various sources of information Media literacy skills: Make informed choices about personal viewing experiences; Understand the impact of media representations and modes of presentation; Seek a range of perspectives from multiple and varied sources Content summary: - Learn about different famous people from Denmark over time - Work on research and presentation of a famous Dane of your choice	Critical-thinking skills: Draw reasonable conclusions and generalisations; Test generalisations and conclusions; Revise understanding based on new information and evidence Content summary: - Explore Danish geography - Learn about different towns and their history - Learn to navigate the public transportation system
3 Danish Sarah	Mit liv Concepts: Culture, empathy, word choice Global Context: Personal and Cultural Expression Focus exploration: self-esteem Inquiry: Learning about different cultures can enhance our empathy and appreciation for diversity, influencing our word choices positively and strengthening our self-esteem. Assessments: Criteria A: Video-comprehension Criteria B: Reading an article about loneliness Criteria C: Conversation about emotions Criteria D: Writing in depth about one emotion ATL skills: Communication skills: Give and receive meaningful	Traditions and lifestyle Concepts: connections, context, conventions Global Context: Identities and relationships Focus exploration: lifestyle choices Inquiry: Understanding different cultures helps us appreciate the diverse lifestyle choices people make within the context of their traditions and social conventions, fostering a sense of connection and respect. Assessments: Criteria A: Listen to a dialogue about a Danish December tradition Criteria B: Read a text about Fastelavn Criteria C: Explain how your life in Denmark has developed new knowledge about a different culture	Human Ingenuity Concepts: Creativity, audience, function Global Context: Personal and cultural expression Focus exploration: Human Ingenuity Inquiry: Through human ingenuity, people create objects that serve different functions and connect with a wide audience. Assessments: Criteria A: Listening to an oral text and answering questions Criteria B: Reading a brochure about BIG Criteria C: Present in groups the work of the entrepreneur. Criteria D: Write an introduction for a Design Museum ATL skills: Communication skills: Take effective notes in class/ Collaboration skills: Negotiate	

	feedback, Take effective notes in class/ Reflection skills: Consider ATL skills development/ Information literacy skills: Collect, record and verify data, Present information in a variety of formats and platforms Content summary: - Through this unit, students learn words and concepts that relate to their everyday life in Danish. - They are presented with different everyday lives and people who live in ways different from themselves. - At the same time, their own experiences are used as a starting point for learning. - Students achieve a broader Danish vocabulary in terms of using language that relates to their own life.	Criteria D: Write a comparison and contrast of your and another student's tradition ATL skills: Communication skills: Take effective notes in class/ Collaboration skills: Practise empathy, Listen actively to other perspectives and ideas, Encourage others to contribute Content summary: - Through this unit, the students learn about Danish traditions that specifically target their age group. - At the same time, they learn to use the spoken language in various ways, both informally and formally. - Additionally, they gain experience with other traditions and ways of living. The unit includes many different variations of information and ways to learn Danish. - Vocabulary expansion (in all four strands). - Developed more understanding of different grammatical conventions. - Capability to communicate more information in target language.	effectively, Exercise leadership and take on a variety of roles within groups/ Organization skills: Set goals that are challenging and realistic Content summary: Inquire (scaffolded) about what human ingenuity looks like in Denmark through e.g.: - Jørn Utzon - Ole Kirk Christiansen (LEGO) - B&O - René Redzepi - BIG (Bjarke Ingels Group) - Arne Jacobsen - Verner Panton - Arne Jacobsen - Ole Palsby - Olafur Eliasson - Thomas Vinterberg - All learning will be collected in an organized notebook, including a table of content, page numbers and titles on every page (and no loose sheets of paper).	
4 Danish Sika T	The World and I Concepts: Global Interaction, Context & Meaning Global Context: Personal and Cultural Expression Inquiry: Any cultural context has its own tradition of language and habits. Assessment: 1. Youtube video about travelling (Criteria A) 2. Read a blog (Criteria B) 3. Pair conversations about travelling (C) 4. Write a short travel blog (D) ATL skills: Communication skills: Give and receive meaningful feedback;	Poems and Lyrics Concepts: Creativity, Message & Word-choice Global Context: Identities & Relationships Inquiry: Poems and lyrics are universal despite cultural boundaries, but are similar in purpose and function. Assessment: 1. Analyse a music video and rap- text (Criteria A) 2. Create a rap song and develop a music video (Criteria C and D) ATL skills:	Building Friendships Concepts: Connections, Empathy & Messages Global Context: Identities and Relationships Inquiry: Friendships have an important purpose and help people remain connected by building strong independent relationships. Assessment: 1. Analyse the overall messages from a movie about friendships (Criteria A), 2. Read a story about relationships (Criteria B) 3. Conversations about how to build and maintain friendships, and write an	Copenhagen as a Sustainable City Concepts: Connections, Function & Point of view Global Context: Globalization and sustainability Inquiry: Developing sustainability in one city has a global impact Assessment: 1. Developing a documentary about sustainability in Greater Copenhagen (Criteria C) 2. Writing a logbook based on research and experiences with sustainability in the city (Criteria D) ATL skills:

	Use intercultural understanding to interpret communication; Use a variety of speaking techniques to communicate with a variety of audiences Collaboration skills: Use social media networks appropriately to build and develop relationships; Practise empathy; Delegate and share responsibility for decision-making Content summary: - Travelling blogs and advertisement - Vocabulary and creating cohesive sentences - Exploring different places and cultures through watching different programs and reading a variety of texts	Communication skills: Give and receive meaningful feedback; Use intercultural understanding to interpret communication Collaboration skills: Use social media networks appropriately to build and develop relationships; Practise empathy; Delegate and share responsibility for decision-making Content summary: - Poems and lyrics in Danish - Analyse and recognize different texts - Craft a rap lyric using various methods and approaches - Create a music video	essay about the same topic (Criteria C and D). ATL skills: Communication skills: Give and receive meaningful feedback; Use intercultural understanding to interpret communication; Use a variety of speaking techniques to communicate with a variety of audiences Collaboration skills: Use social media networks appropriately to build and develop relationships; Practise empathy; Delegate and share responsibility for decision-making Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries; Make unexpected or unusual connections between objects and/or ideas; Create original works and ideas; use existing works and ideas in new ways Content summary: - Fictive literature based on social interaction and relationships - Theory about the use of dramaturgy elements - Develop a play	Organisation skills: Set goals that are challenging and realistic Information literacy skills: Collect, record and verify data Content summary: - Sustainability in the local community - Attain extensive knowledge about sustainability and green energy in Denmark - Build vocabulary to be able to compose articles and engage in conversations about the topic
5 Danish Sika T	News in a Modern Society Concepts: Culture, Audience & Point of view Global Context: Orientation in space and time Inquiry: Newspapers, television, the internet and radio greatly affect our lives because the media has the power to influence our thoughts. Assessment: - News broadcast comprehension(criteria A) - Reading an article (Criteria B) - Interview (Criteria C) - Writing an article (criteria D) ATL skills: Collaboration skills: Delegate and share responsibility for	Reality TV Concepts: Communication, Bias & Context Global Context: Personal and Cultural Expression Inquiry: Reality TV has become an ubiquitous and controversial form of entertainment that raises questions about its authenticity, ethics and impact on society, highlighting the complex relationships between media, reality and popular culture. Assessment: Continuing from the formative assessment, students will write interviews, articles and other text types. These will be assessed following the MYP criteria, using A, B,	Freedom Concepts: Culture, Context and Theme Global Context: Fairness and development Inquiry: Different understandings and contextual limitations of freedom can affect creativity as well as personal and cultural expression. Assessment: The students will be assessed in all four criterias; A, B, C and D ATL skills: Organisation skills: Set goals that are challenging and realistic; Bring necessary equipment and supplies to class; Use appropriate strategies for organising complex information	Culture and Traditions Concepts: Communication, Argument & Point of view Global Context: Personal and cultural expression Inquiry: Traditions are an important part of any culture, but some can be harmful to certain groups of people, so to promote fairness and development across the globe, we must allow those without a voice to present an argument and spread their own message about the place of such traditions in the modern world. Assessment: Developing a documentary film (C and D) ATL skills:

	decision-making; Build consensus; Encourage others to contribute; Exercise leadership and take on a variety of roles within groups Information literacy skills: Use critical-literacy skills to analyse and interpret media communications; Collect, record and verify data; Process data and report results Media literacy skills: Understand the impact of media representations and modes of presentation; Seek a range of perspectives from multiple and varied sources; Communicate information and ideas effectively to multiple audiences using a variety of media and formats Content summary: - Conduct interviews - Analyze News from a critical point of view - Developing a news broadcast	& D. These assessments will contribute to the semester grade. ATL skills: Information literacy skills: Use critical-literacy skills to analyse and interpret media communications; Collect, record and verify data Media literacy skills: Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks); Make informed choices about personal viewing experiences; Understand the impact of media representations and modes of presentation Critical-thinking skills: Gather and organise relevant information to formulate an argument; Recognize unstated assumptions and bias; Consider ideas from multiple perspectives Content summary: - Distinguish different forms of Reality tv genres. - Recognize and understand fictional codes in reality tv - Using language to create a message through one's own reality	Information literacy skills: Make connections between various sources of information; Collect and analyse data to identify solutions and make informed decisions Content summary: - Analyse different perspectives on freedom - Debating with a focus on argumentation and themes - Creating a board game with focus on language and theme	Communication skills: Give and receive meaningful feedback; Use intercultural understanding to interpret communication Collaboration skills: Use social media networks appropriately to build and develop relationships; Delegate and share responsibility for decision-making Content summary: - Non-fiction and fiction texts based on themes such as cultures and traditions - Creating a documentary film about culture and traditions, where they can be exclusive and dominant
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Phase & Subject	Unit 1	Unit 2	Unit 3	Unit 4
1 Spanish	Todo sobre mí (<i>All about myself</i>) Concepts: Communication Form, Message Global Context: Identities and relationships Inquiry: Identity can be meaningfully communicated through thoughtful consideration of form and message. Assessment:	Celebrar El día de los Muertos (<i>Celebrating the Day of the Dead</i>) Concepts: Culture Context, Purpose Global Context: Personal and Cultural Expression Inquiry: Analysing the purpose of traditions within a specific context	En la escuela (<i>at school</i>) Concepts: communication, audience, message Global Context: Identities and relationships Inquiry: producing a clear message will enable us show our audience how school experiences shape our identity. Assessment:	Donde yo vivo (<i>communicating about the context they live in</i>) Concepts: Connections, Form, Message Global Context: Identities and relationships Inquiry: Linguistic forms help us understand messages about how we interact with our local environment.

	Criterion B: Read an email from your penpal and answer questions Criterion D: Respond to your penpal's email. ATL skills: Organisation: Keep an organised and logical system of information files/notebooks Content summary: - Introducing oneself (name, age, birthday) - saying where we come from and where we live - describing our family - talking about our favourite things - key verbs in I form and in he/she forms - asking questions	deepens our intercultural understanding. Assessment: Criterion A: Listening: watch a video about the day of the Dead and complete assessment paper. Criterion C: Design and describe your offering altar ATL skills: Collaboration: Give and receive meaningful feedback Creative Thinking: Create original works and ideas; use existing works and ideas in new ways Content summary: - key vocabulary about the Day of the Dead festival - Develop an understanding of the festival, how people celebrate and why - review verbs in present tense (AR verbs especially) - Difference between SER , ESTAR and HAY - Location adverbs - Expressing likes, dislikes and preferences - Using a range of adjectives	1. Write a letter (Criteria D) 2. Listening comprehension (Crit. A) about students who describe their school experiences. 3. Speaking (Crit. C): interviewing students about their school experiences. ATL skills: Communication: Use a variety of speaking techniques to communicate with a variety of audiences. Content summary: • Learning about how to communicate school-related questions • ¿Por qué? And porque • School related vocab • Verbs: gustar • Infinitive: -ar verbs • Personality-related adjectives	Assessment: 1. Reading comprehension (Crit.B) on a text of someone who describes their city. ATL skills: Communication skills: Read critically and for comprehension Content summary: VOCABULARY • places in town • weather phrases • hobbies • telling the time GRAMMAR • hay/no hay + indefinite articles • está + location • IR (all forms) + places in town • present tense of regular verbs (AR/ER/IR verbs, + JUGAR, + hago/salgo) • using CUANDO/SI clauses
2 Spanish	Mi rutina diaria Concepts: Culture Pattern, Word choice Global Context: Personal and cultural expression: philosophies and ways of life Inquiry: Word choice and linguistic patterns enable us to explore cultural ways of life. Assessment: Criterion B: Read a magazine article about daily routine in Spain and Colombia Criterion D: Write an email to a penfriend describing your routine and comparing to the routine in Colombia ATL skills: Communication: Reading critically and for comprehension, Use a variety of organisers for academic writing tasks	¿Son celebraciones y festivales importantes? Concepts: Culture Context, meaning Global Context: Personal and Cultural expression: festivals and celebrations Inquiry: Grasping the meaning of celebrations and festivals in different contexts helps us grow our intercultural understanding. Assessment: Criterion A: Watch videos about two Spanish festivals Criterion C: Choose a festival from a list and prepare a class presentation ATL skills: Communication: Find information for disciplinary and interdisciplinary inquiries, using a variety of media Content summary:	Hogar, dulce hogar Key Concept: Creativity structure, context Global Context: Orientation in Space and Time: house and home Inquiry: Creative and structured language enable us to describe the context we live in. Assessment: Criterion B: Reading Task: Portraits of children and their bedroom Criterion D: Produce a piece to add to James Mollison's ATL skills: Communication - reading critically and for comprehension Communication: Making inferences and drawing conclusions Content summary:	¡Piensa Globalmente, actúa localmente! Concepts: Connections audience, purpose Global Context: Fairness and Development: imagining a hopeful future Inquiry: By making connections between global issues and local action, we can convince others to act for a hopeful future. Assessment: Criterion A: Listening task (video) Criterion C: Prepare an elevator pitch to convince your school community to become activists in the local area. ATL skills: Reflection: Consider ethical, cultural and environmental implications Content summary:

	Content summary: Present tense of regular verbs (all pronouns) Present tense of reflexive verbs Reviewing telling the time Frequency adverbs and time expressions Describing daily routine activities	Names of festivals and celebrations in the hispanic world Describing a festival or celebration Using the present tense with “we” and “they” forms of verbs Talking about what we do on our birthday Exploring the festival of La Quinceañera Discussing the importance of festivals and celebrations	- Describing our home (types of housing, rooms in the house) - describing our bedroom - location adverbs - Difference between SER and ESTAR - using a variety of reading strategies - Discovering the photo collection “Where Children Sleep” (James Mollison)	- global and environmental issues - talking about taking action - Talking about what we are going to do to help others and the planet - Using the near future tense - Understanding and using two time frames
3a Spanish	Tiempo libre en la ciudad Concepts: communication, meaning, word choice Global context: Identities and relationships - lifestyle choices Inquiry: "Communicating different leisure choices can be influenced by the meaning behind their word choice" Assessments: 1. Crit A. Video comprehension of a conversation about leisure between three students 2. Crit. C. Spontaneous conversation (paired) about weekend plans ATL Skills: Communication skills Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Content Summary • Learning about different leisure activities • Using the verb <i>soler</i> • Recapping the present tense • Learning how to express opinion • Using <i>gustar</i>, <i>parecer</i> and <i>apetecer</i>	Una mirada al pasado (la biografía) Concepts: Communication message, structure Global Context: Personal and cultural expression - biographies Inquiry: the structure of biographies shapes the communication of individuals' life stories and the conveyed message Assessment: 1. Comprehension on a Hispanic character's biography (Crit. B) 2. Writing an autobiography (Crit.D) ATL skills: Take effective notes in class Access information to be informed and inform others Content summary: • Learn how to write an autobiography and a biography • Learn the differences between autobiographies and biographies • Pretérito indefinido tense (yo, tú, él and ella) • Temporal periphrases • Connectors and other cohesive devices	Unas vacaciones solidarias Concepts: culture, context, meaning Global context: Identities and relationships - worldview Inquiry: Understanding a culture within its specific context helps us shape our worldview meaningfully Assessments: 1. Crit. B - Reading comprehension assessment on a text of a tourist who spends their holidays living with indigenous people from Colombia 2. Crit. A - Listening comprehension on an interview to a student who went to Ecuador in a volunteer program ATL Skills: Communication skills: Use intercultural understanding to interpret communication; Read critically and for comprehension Content Summary • Using the indefinite preterite • Using the imperfect preterite • Learning about travelling and tourism • Learning about living together with different cultures	Mis vacaciones en el hospital Concepts: Communication, message, Word choice Global Context: Identities and relationships: Health issues Inquiry: Appropriate word choice enables us to convey a clear message about cultural experiences regarding health issues. Assessment: 1. Based on given random images, telling an anecdote regarding the visit to hospital while on vacation. 2. Writing a diary entry about getting sick while on holidays in Cuba (Crit.D) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Content summary: • Learn how to express health issues / symptoms • Pretérito indefinido and imperfecto tenses (practice for production) • Verb <i>Doler</i> / <i>Tener dolor de</i> • Health related vocabulary: diseases, remedies, health professionals, etc. • Vacation related vocab: means of transportation, actions, activities, etc.

3b Spanish	¿Qué es el arte? Concepts: Creativity Message Purpose Global Context: Personal and cultural expression Inquiry: Art is a key creative way of conveying a message that forms our personal and cultural expression and influences our perspective. Assessment: 1. Listening Task from a video (Criterion A) A: Visita al museo del Prado 2. Reading Task (Criteria B) B: El arte callejero 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) C: Mi exposición de arte 4. Writing Task from a written-visual document (Criteria D) D: Los murales de México ATL skills: Communication: use intercultural understanding to interpret communication Collaboration: manage and resolve conflict and work collaboratively in teams Reflection: consider cultural, ethical, and environmental implications Content summary: - Read about the meaning and significance of trends in art. - Recognize and describe some popular works by famous artists. - Ask questions and make comments relevant to visual art. - Talk about the cultural and historical significance of art.	Cruzando fronteras FIRST HALF Concepts: Culture Empathy Global Context: Orientation in space and time Inquiry: Reporting the phenomenon of immigration with empathy eases global interactions. Assessment: 1. Listening Task from a video (Criterion A) A: Muchos fracasan 2. Reading Task (Criteria B) B: La inmigración latinoamericana en España 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) C: El volcán Tungurahua 4. Writing Task from a written-visual document (Criteria D) D: Los amigos en la frontera ATL skills: Communication: give and receive meaningful feedback Collaboration: manage and resolve conflict and work collaboratively in teams, listen actively to other perspectives and ideas Organisation: plan short- and long-term assignments; meet deadlines, keep an organised and logical system of information files/notebooks Affective: practise focus and concentration, demonstrate persistence and perseverance Content summary: - Understand some products, practices, or perspectives related to human geography. - Make comparisons between products and practices to help you understand perspectives in your own culture as well as others'. - Describe a series of reasons why people migrate.	Class novel 'El último viaje' Concepts: Connection Point of View, Function, Context, Message Global Context: Globalisation and sustainability Inquiry: Sustainable tourism has the function of promoting knowledge and the creation of connections with other cultures, allowing an ethical development of the places we visit. Assessment: Crit. B. Reading comprehension Crit. C. Oral expression: discussions Crit. D. Written expression: a review ATL skills: Communication: give and receive meaningful feedback, Use intercultural understanding to interpret communication, Negotiate ideas and knowledge with peers and teachers Collaboration: listen actively to other perspectives and ideas Affective: Practise focus and concentration, demonstrate persistence and perseverance Content summary: A novel study: exploration of context, character, theme and a focus on setting. A summary of the novel: Language Learner Literature Level 3+ As a design student, Valeria wants to play an intricate part of the vibrant, colourful, international fashion, and modelling industry in Medellín, Colombia. Her beauty is her passport, and her connections catapult to new heights. Adrenaline, ambition, and adventure drive her thirst for success. As glitz and glam steal her heart, her core values are challenged. Life takes some unexpected turns, and Valeria encounters detours that lead to different paths. Each path has its own set of risks. There comes a time where we each have to choose our own destiny. How will Valeria choose?	Unit 3: En los tiempos extremos Concepts: Connections empathy Global Context: Fairness and development - Sharing finite resources with other people and with other living things Inquiry: Different weather conditions and human experiences connect communities and develop empathy, fostering resilience and promoting supportive actions in times of crisis Assessment: 1. Listening Task (Criterion A) ATL skills: Communication: give and receive meaningful feedback Collaboration: manage and resolve conflict and work collaboratively in teams, listen actively to other perspectives and ideas Organisation: plan short- and long-term assignments; meet deadlines, keep and use a weekly planner for assignments, keep an organised and logical system of information files/notebooks Affective: practise focus and concentration, demonstrate persistence and perseverance Content summary: - Understand information about extreme weather events and experiences. - Express thoughts and opinions about weather events and experiences, including your own.
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4 Spanish	¿Qué crees? Concepts: Culture Empathy Global Context: Identities and relationships Inquiry: Context and empathy deepen our comprehension of different value and belief systems. Assessment: 1. Listening Task from a video (Criterion A) A: Debate sobre tribus urbanas 2. Reading Task (Criterion B) B: Pérdida de identidad latina 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) C: Preguntas personales 4. Writing Task from a written-visual document (Criterion D) D: Hogar, dulce hogar ATL skills: Communication: give and receive meaningful feedback Collaboration: manage and resolve conflict and work collaboratively in teams, listen actively to other perspectives and ideas Organisation: plan short- and long-term assignments; meet deadlines, keep an organised and logical system of information files/notebooks Affective: practise focus and concentration, demonstrate persistence and perseverance Content summary: - Understand texts about beliefs and identity. - Exchange emails about and discuss beliefs and identity. - Talk about differences between people's identities and explain how our identities are shaped.	La ciudadanía global FIRST HALF Concepts: Connection Empathy, argument Global Context: Fairness and development (Ecology and justice) Inquiry: Empathy and argument help us understand the connection between sustainability and justice. Assessment: 1. Listening task criterion A: Xoco y Mitakah, la lucha contra la gentrificación 2. Reading Task (B: La lucha indígena en Centroamérica 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) Su lucha es mi lucha 4. Writing Task from a written-visual document (Criteria D) Todos tenemos que luchar ATL skills: Communication: give and receive meaningful feedback Collaboration: manage and resolve conflict and work collaboratively in teams, listen actively to other perspectives and ideas Organisation: plan short- and long-term assignments; meet deadlines, keep an organised and logical system of information files/notebooks Affective: practise focus and concentration, demonstrate persistence and perseverance Content summary: - Read and understand various sources focusing on other people's cultural and social experiences. - Exchange formal correspondences about those people's experiences. - Write about other people's cultural and social experiences.	Class novel 'Secretos' Concepts: Culture Argument, Point of view, Meaning Global Context: Personal and cultural expression Inquiry: Societies can adopt, adapt or resist significant ideas. Skills: Assessment: Crit. B. Reading comprehension Crit. C. Oral expression: discussions Crit. D. Written expression: a review ATL skills: Communication: give and receive meaningful feedback, Use intercultural understanding to interpret communication, Negotiate ideas and knowledge with peers and teachers Collaboration: listen actively to other perspectives and ideas Affective: Practise focus and concentration, demonstrate persistence and perseverance Content summary: A novel study: exploration of context, character, setting and a focus on theme. A summary of the novel: In this story, two virtual friends work together to solve their own mysteries, one intensely personal and the other about how she now relates to her own family as the secrets of the past—the family's and the country's—become even more real.	Así es la vida Concepts: Communication Bias Global Context: Fairness and development Inquiry: Bias in relationships may affect fairness and development in our communities Assessment: 1. Listening Task (Criteria A) A: El rol de la mujer ATL skills: Communication: give and receive meaningful feedback Collaboration: manage and resolve conflict and work collaboratively in teams, listen actively to other perspectives and ideas Organisation: plan short- and long-term assignments; meet deadlines, keep an organised and logical system of information files/notebooks Affective: practise focus and concentration, demonstrate persistence and perseverance Content summary: - Understand various sources about another group's way of life. - Talk about, and ask and answer questions about, someone's way of life. - Give a presentation on what you learned about another group's way of life.
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Phase & Subject	Unit 1	Unit 2	Unit 3	Unit 4
1 French	La rentrée (Starting out in French) Concepts: Communication, form, meaning Global Context: Identities and relationships: Identity formation Inquiry: Understanding the building blocks of a language - like form and meaning - helps us to communicate information about our identities. Assessment: Criterion A: video presenting the characters in a French textbook Criterion B: text about the characters in a TV programme Criterion C: interview with the teacher Criterion D: text for a poster: 'Ma famille et moi' ATL skills: Organization skills: Bring necessary equipment and supplies to class Keep an organised and logical system of information files/notebook Content summary: Learning to pronounce some key French sounds Saying your name and learning numbers Talking about siblings and age Using the verb 'avoir' Talking about likes and dislikes Using the verb 'aimer' Using definite and indefinite articles Describing yourself and others Using adjective agreement Talking about things you do Understanding infinites & some regular -er verbs Introducing yourself in a video interview Talking about dates in French	En classe (School life) Concepts: Culture, context, purpose Global Context: Personal and cultural expression : Products, systems & institutions Inquiry: Understanding the context and purpose of systems and institutions (school) allows us to gain a deeper understanding of cultural differences. Criterion A: video : Alex presents his school Criterion B: text : Fabienne talks about her school Criterion C: interview in pairs with the teacher - my school life Criterion D: competition entry 'Mon collège super cool' ATL skills: Communication skills: Read critically and for comprehension Preview and skim texts to build understanding Content summary: Talking about colours Telling the time Talking about your school subjects Giving and explaining your opinion Talking about what you wear Using adjectives after nouns Talking about your school day Learning about a typical French school Reading and listening for gist Saying what there is or isn't Agreeing and disagreeing	Mon temps libre (Free-time activities) Concepts: Communication, message, patterns Global Context: Personal and Cultural Expression : ritual and play Inquiry: Communicating messages about free time activities involves knowledge of linguistic and cultural patterns Assessment: Criterion A: videos : (i) young people and the sports they do (ii) what teenagers use technology for Criterion B: texts : what young people do in their free time Criterion C: guided conversation in pairs - my free-time activities Criterion D: 'Correspondance mondiale' - an email to a prospective new penfriend ATL skills: Communication skills: Reading, writing and using language and gather and communicate information Content summary: Talking about weather and seasons Learning some more key French sounds Using 'jouer à' to talk about sports you play Using 'faire' to talk about activities you do Learning about sports in French-speaking countries Using cognates and context in comprehension tasks Talking about what you like doing Using 'aimer' + infinitive Forming and answering questions Creating an interview with an imaginary celebrity	Ma vie de famille (Family life) Concepts: Connections, function, purpose Global Context: Identities and relationships : roles and role models Inquiry: Our family connections have important functions and purposes and play an essential role in our lives Assessment: Criterion A: video : le petit déjeuner français Criterion B: texts : celebrations in Guadeloupe; Paul describes his home and talks about his home life Criterion C: interview with teacher about your family life Criterion D: 'Une famille imaginaire' - a scenario for a TV series ATL skills: Organization skills : Create plans to prepare for summative assessments Communication skills: Write for different purposes Content summary: Talking about animals Using bigger numbers Describing your family Using possessive adjectives Describing where you live Using the nous form of -er verbs Talking about breakfast Using the partitive article (du/de la/de l'/des) Learning about Bastille Day Using a glossary or dictionary Creating an imaginary family Adapting texts
2 French	En ville (My town) Concepts: Connections, patterns, structure	J'adore les fêtes! (celebrations and festivals) Concepts: Culture, pronunciation, message	Vive les vacances! (On holidays) Concepts: Communication, form, structure	Chez moi, chez toi (Home life) Concepts: Creativity, audience, purpose

	Global Context: Orientation in Space and Time: Local Environment Inquiry: We can describe our connections to our local environment by using appropriate linguistic patterns and structures. Assessment: Criterion A: watch a video about Châlons en Champagne Criterion B: Read an email from a friend Criterion C: Role play in a café Criterion D: Write an email about your local area ATL skills: Communication: Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Content summary: Saying what there is and what there isn't in our town Describing places in town Using the verb 'aller' (to go) in the present tense Talking about where we normally go in town and how often. Talking about what we are going to do (near future tense) Inviting someone out, accepting and refusing invitations Ordering food and drinks in a café Using the correct mode of address (formal / informal)	Global Context: Personal and cultural expression: festivals and traditions Inquiry: Correct pronunciation will help us convey our message more clearly when we discuss cultural festivals and traditions. Assessment: Criterion A: Listening comprehension Criterion C: Describing a photo ATL skills: Communication: Make inferences and draw conclusions (listening strategies) Content summary: Expressing opinions about festivals and celebrations Describing festivals and special days Using the present tense with "ils/elles" form of verbs Describing a photo Talking about a future celebration Reviewing using the near future tense Making new year resolutions	Global Context: Orientation in Space and Time - Travel experiences Inquiry: Linguistic form and structure help us communicate about our travel experiences. Assessment: Criterion A: Watch a video about someone's holidays Criterion B: Read a blog about someone's holidays Criterion C: Podcast about a catastrophic holiday. Criterion D: Write a blog about your holidays using 2 or 3 time frames ATL skills: Communication: Use a variety of media to communicate with a range of audiences Content summary: When do we have school holidays Holiday destinations Talking about what we did last holidays Using the perfect tense of verbs with 'avoir' Using the perfect tense of verbs with 'être' Describing a catastrophic holiday Understanding and Using two to three time frames (present, past, future)	Global Context: Personal and cultural expression Inquiry: Our purpose and audience influence how we use our creativity to present our message. Assessment: Criterion B: reading comprehension (magazine article) Criterion D: write a video script - describe your home and daily routine ATL skills: Creative thinking skills: Practise visible thinking strategies and techniques Content summary: Describing your house / apartment Rooms in the house Describing house chores Describing our daily routine Using reflexive verbs in the present tense ("I / he/she/we" form of verbs)
3a French	Ma vie sociale d'ado (Teenagers' social lives) Concepts: Connections, point of view Global Context: Identities and relationships: identity formation Inquiry: Our connections with others and our personal points of view are central in building our own identities. Assessment: Criterion A: video clips about la Fête de la musique Criterion B: email about a girl's difficult social life; article about young people's Internet usage	Bien dans sa peau (A healthy lifestyle) Concepts: Communication, empathy, word choice Global Context: Identities and relationships: health and well-being Inquiry: Appropriate word choice helps us to communicate empathy when we discuss how healthy others' lifestyles are. Assessment: Criterion A: video & audio documents - healthy eating, breakfast, physical exercise, good & bad habits	A l'horizon (My career and my future) Concepts: Creativity, structure, word choice Global Context: Originality and creativity Inquiry: Using the right words in a structured manner enables us to create original pieces. Assessment: 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task (Criterion C)	Un monde meilleur (A better world) Concepts: Culture, message, empathy Global context: Human impact on the environment Inquiry: By evaluating our consumption, we can understand our impact on the environment, make ethical choices and convey the message to do the same in order to live in a sustainable world. Assessment: 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B)

	Criterion C: Role play - arranging an outing with a friend Criterion D: Write a script for a reality TV show ATL skills: Communication: Make inferences and draw conclusions (listening strategies) Content summary: - Talking about what we do on social media - Revising the present and near future tenses - Giving your opinion about a person - Using direct object pronouns - Arranging to go out - Describing how an outing went - Using the perfect tense (in more detail) - Talking about a musical event - Using different tenses together	Criterion B: poster & personal account - healthy lifestyles - diet and exercise Criterion C: Pairs conversation - Es-tu en forme? Criterion D: Reader's letter - giving advice on how to live more healthily ATL skills: Communication: Write for different purposes; Collaboration: practise empathy Content summary: - Learning the parts of the body - Revising à + the definite article - Talking about sport - Using il faut - Talking about healthy lifestyles - diet, exercise and good / bad habits - Using the future tense (futur simple) - Describing levels of fitness	4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Use a variety of media to communicate with a range of audiences Affective skills: Practise managing self-talk Content summary: - Jobs - Personality traits - Multiple intelligences - The cover letter - The resumé	3. Speaking Task (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Information literacy skills: Access information to be informed and inform others Critical-thinking skills: Evaluate evidence and arguments; Propose and evaluate a variety of solutions Content summary: - Explaining what is important to you - Organising text and ideas - Indirect pronouns - Expressions with "avoir" - Fair trade, fast / slow fashion - Happiness - Making a difference - Comparative, superlative
3b French	Qu'est-ce que l'art? (What is art?) Concepts: Connections Purpose, point of view Global Context: Personal and cultural expression: Artistry Inquiry: Purpose and point of view Impact: how we express the connection between art and audience. Assessment: 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback Collaboration skills: Listen actively to other perspectives and ideas Organisational skills: meet deadlines ; keep and organised and logical system of information files/notebooks	En traversant les frontières (Crossing borders) Concepts: Global interactions Message, argument Global Context: Fairness and development: Imagining a hopeful future Inquiry: Global interactions promoting a hopeful future is often the message and argument that motivate migration Assessment (most probably conducted in Semester 2): 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback Collaboration skills: Listen actively to other perspectives and ideas	Par des temps extrêmes Concepts: Communication word and stylistic choice Global Context: Fairness and development: Ecology and disparate impact Inquiry : Communication on the disparate impact of ecology requires thoughtful word and stylistic choice. Assessment: 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task with teacher or pairs from a written-visual doc (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback Collaboration skills: Listen actively to other perspectives and ideas Organisational skills: meet deadlines ; keep and organised and logical	

	Affective skills: practise focus and concentration Content summary : - Thematic vocabulary about art - Revision of the simple indicative tenses/conjugations and their application - Conventions of various types of texts: blog, critique - Language of comparison (comparatives, superlatives) - Discovery of French-speaking art/artists inspired by oceania - Discovery of geographical and cultural aspects of some French-speaking oceanian places	Organisational skills: meet deadlines ; keep and organised and logical system of information files/notebooks Affective skills: practise focus and concentration Content summary: - Thematic vocabulary about migration - Revision of indicative future tense and conditional present - Conventions of types of texts: interview, article - Use of the gerund for expressing simultaneity and causation - Direct and indirect object pronouns and simple relative pronouns - Thinking about what causes people to migrate - Looking at various aspects of migration in the French-speaking world context.	system of information files/notebooks Affective skills: practise focus and concentration Content summary: - Thematic vocabulary about ecology and climate change - Revision of indicative future tense and conditional present conjugation and its application as well as the imperative - Conventions of types of texts: speech, email, article - Use of the gerund and expressing simultaneity and causation - Direct and indirect object pronouns and simple relative pronouns - Prepositional verbs - Looking at various aspects of ecology in the French-speaking world context. - Looking at various example of people impacted by the ecological developments	
4 French	Vivre ensemble Concepts: Relationships Argument, stylistic choice Global Context: Globalisation and sustainability: Diversity and interconnection Inquiry: Positive arguments and mindful stylistic choice about diversity and interconnection ameliorate relationships. Assessment: 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback	Objectif santé Concepts: Communication Context,structure Global Context: Scientific and technical innovations: Ingenuity and progress Inquiry: Context and structure support communication about medical ingenuity and progress. Assessment (most probably conducted in Semester 2): 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback	Panorama artistique Concepts: Creativity Conventions, voice Global Context: Personal and cultural expression: Artistry Inquiry: Both conventions and more personal voice help celebrate creativity in artistry Assessment: 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback Collaboration skills: Listen actively to other perspectives and ideas	L'argent ne fait pas le bonheur Concepts: Change Message,patterns Global Context: Globalization and sustainability: Consumption Inquiry: Conservation message of a livable planet requires change in our consumption patterns. Assessment: 1. Listening Task from a video (Criterion A) 2. Reading Task (Criteria B) 3. Speaking Task with teacher or pairs from a written-visual doc. (Criterion C) 4. Writing Task from a written-visual document (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback Collaboration skills: Listen actively to other perspectives and ideas

	Collaboration skills: Listen actively to other perspectives and ideas Organisational skills: meet deadlines ; keep and organised and logical system of information files/notebooks Affective skills: practise focus and concentration Content summary: • Thematic vocabulary about relationships and discrimination • Questioning in French, especially with the interrogative pronouns: lequel, laquelle, lesquels, lesquelles. • Reported speech with introductory verbs and the changes in person, etc. • Text type conventions and specificities of the speech and debate • Vocabulary, receptive and productive skills about discrimination towards and inclusion of people with disability • Vocabulary, receptive and productive skills about migration and racism • Vocabulary, receptive and productive skills about school bullying • Vocabulary, receptive and productive skills about friendships.	Collaboration skills: Listen actively to other perspectives and ideas Organisational skills: meet deadlines ; keep and organised and logical system of information files/notebooks Affective skills: practise focus and concentration Content summary: • Thematic vocabulary about health and medical innovations • Revise conditional present and past (hypothesis in the past) • Use connectives for logic • Use indicative and subjunctive with discernment • Les pronoms indéfinis quelques-uns, certains, plusieurs, • Text type conventions and specificities of the interview, the article and the biography. • Vocabulary, receptive and productive skills about medical discoveries • Vocabulary, receptive and productive skills about medical personalities • Vocabulary, receptive and productive skills about the “human being of the future” • Plan a conference programme about the evolution of medical research and innovations	Organisational skills: meet deadlines ; keep and organised and logical system of information files/notebooks Affective skills: practise focus and concentration Content summary: - Thematic vocabulary about art - Revision of the subjunctive mood - Practise irregular conjugations - Revise simple and complex relative pronouns - Use of connectives for logic and expressing simultaneity (pendant que, tandis que) - Conventions of types of texts: blog entry, article, critique - Research the historical context and the story of the work of art - Learn how to talk about cinema and films - Learn how to present a painting and your opinion about it. - Discover some French-speaking literature works of art and their authors.	Organisational skills: meet deadlines ; keep and organised and logical system of information files/notebooks Affective skills: practise focus and concentration Content summary: - Thematic vocabulary about ethical, responsible and sustainable consumption as well as negative consequences of consumerism - Learn to talk about pocket money and purchase habits of adolescents - Learn about the impact on over consumption in a world with limited resources - Find alternative to consumerism habits with more ethical purchases - Look into alternatives to usual economic trades: currencies, barter trade, sharing economy - Hypothesis structure with “avec/sans + noun” - Future perfect tense and expression of regret - Indefinite adjectives - Conventions of types of texts: blog entry, article, critique, presentation
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Phase & Subject	Unit 1	Unit 2	Unit 3	Unit 4
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1 German	Getting to Know Each Other Concepts: Communication, Function, Pronunciation Global Context: Identities and Relationships Inquiry: Communication through language pronounced understandably is essential for the function of getting to know each other. Assessment: 1. Interview (Criterion C) 2. Video Assessment (Criterion A) 3. Reading Comprehension Assessment Task (Criterion B) 4. Family Poster Writing Task (Criterion D) ATL skills: Organisation skills: Bring necessary equipment and supplies to class; Keep an organised and logical system of information files/notebook Content summary: -basic questions and answers for getting to know each other and the building blocks of language to ask those questions (alphabet, numbers, colours, weather, feelings, modes of transport, countries of origin, family members, adjectives describing personality and appearance, basic activities (go, come, play, talk...)) -verb endings (1st, 2nd, 3rd person singular), ein, kein, mein, dein, sein, ihr -simple sentence structure and yes/no questions, negation	Getting to Know Germany Concepts: Culture, Context, Message Global Context: Orientation in Time and Space (Natural and Human Landscapes) Inquiry: The natural and human landscapes of Germany influence and give context to its culture and the messages, people and products it has contributed to world culture. Assessment: 1. Reading Comprehension Assessment Task (Criterion B) 2. Writing Task (Scrapbook) (Criterion D) ATL skills: Communication skills: Organise and depict information logically Organisation skills: Plan short and long-term assignments, meet deadlines Content summary: -names and location of major German cities, rivers, bodies of water and mountain ranges -the topography and population density of Germany and how that affects daily life- -people and products from the German-speaking countries -adjectives – comparative, superlative	A Day in Our Lives Concepts: Culture, Message, Patterns Global Context: Personal and Cultural Expression Inquiry: Communicating messages about free time activities involves knowledge of linguistic and cultural patterns Assessment: 1. Video Assessment (Criterion A) 2. Reading Comprehension Assessment (Criterion B) 3. Interview about Free time Activities (Criterion C) 4. Writing Task: A Good Day and a Bad Day (Criterion D) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences Information literacy skills: Use memory techniques to develop long-term memory Content summary: -free time activities -verb endings (verb endings (1st, 2nd, 3rd person plural) -prepositional phrases of time (wann?) and place (wohin? – accusative) -syntax: inversion, position of verbs, time – manner – place	Getting Along in School Concepts: Culture, Audience and Purpose Global Context: Personal and Cultural Expression Inquiry: The institutions of schools shape our daily lives and future paths and are themselves products of cultures, which differentiate language based on purpose and audience. Assessment: 1. Video Assessment (Criterion A) 2. Reading Comprehension Assessment (Criterion B) 3. Interview about School (Criterion C) 4. Writing Task: Muzzys Schultag (Criterion D) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences; Structure information in summaries, essays and reports Content summary: -comparison of German school system vs. other school systems -school subjects and expression of preferences -school supplies -plural of nouns -telling time -formal form of address ('Sie') -sequencing events (zuerst, dann, danach, zuletzt)
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2 German	Lesevergnügen (Happy Reading!) Concepts: Communication, Structure, Patterns Global Context: Personal and Cultural Expression Inquiry: Learning to read in a foreign language involves understanding the structure and patterns of the language and of texts. Assessment: 1. Reading Comprehension (Criterion B) 2. Write a new ending to the book Geld oder Liebe (Criterion D) ATL skills: Organisation skills: Bring necessary equipment and supplies to class; Keep an organised and logical system of information files/ notebooks Communication skills: Read a variety of sources for information and for pleasure Content summary: -reading strategies (compound words, word families, cognates, etc.) -reading a book in German and applying reading strategies to understand the text -modal verbs -correspondence with pen pals at a school in Germany	Guten Appetit! (Food and Restaurant Customs) Concepts: Culture, Conventions, Context Global Context: Personal and Cultural Expression Inquiry: The cultural context and language conventions used to communicate about food and restaurants are vital to getting along in a foreign country. Assessment: 1. Dialogue in a restaurant (Criterion C) 2. Video Assessment (Criterion A) 3. Reading Comprehension (Criterion B) 4. Restaurant Critique (Criterion D) ATL skills: Communication skills: Use appropriate forms of writing for different purposes and audiences Use intercultural understanding to interpret communication Share ideas with multiple audiences using a variety of digital environments/media Content summary: -vocabulary and expressions related to food and restaurants -restaurant customs in the German-speaking countries -typical foods from the German-speaking countries -how to read a menu in German -the accusative case	Das Mittelalter Concepts: Connections, Voice, Context Global Context: Orientation in Time and Space Inquiry: Understanding stories in the historical context of the Middle Ages inspires one to creatively give voice to an historical era in modern times. Assessment: 1. Video Assessment (Criterion A) 2. Reading Comprehension Assessment (Criterion B) 3. Storytelling (Criterion C) 4. Writing the adventures of a medieval figure in modern times (Criterion D) ATL skills: Create original works and ideas; use existing works and ideas in new ways Read critically and for comprehension Content summary: -the perfect tense -vocabulary and expressions related to the Middle Ages -life in the Middle Ages, particularly in the German city of Lübeck -the stories of Till Eulenspiegel, a prankster from medieval Germany -traces of the Middle Ages in Germany in the modern era (castles, festivals, re-enactments, etc.)	Was ist ein Zuhause? (What makes a home?) Concepts: Connections, Point of view, empathy Global Context: Identities and Relationships Inquiry: The concept of 'home' is multi-faceted when seen from the point of view of international students, who can empathise with moving around a lot. Assessment: 1. Video Assessment (Criterion A) 2. Reading Comprehension Assessment (Criterion B) 3. Interview (Criterion C) 4. Where is your home and describe your home - writing task (Criterion D) ATL skills: Listen actively to other perspectives and ideas Structure information in summaries, essays and reports Content summary: -vocabulary and expressions related to dwellings and household chores -types of dwellings in Germany based on geographical location -what makes a house a home -subject pronouns -reflexive verbs -dative case, prepositions of location
3a German	Kleider machen Leute (Clothes and Fashion) Concepts: Creativity, Message, Audience Global Context: Personal and Cultural Expression (Artistry, craft, creation, beauty) Inquiry: Fashion is (embodies) a form of creative personal and cultural expression through which messages are conveyed to different audiences. Assessment:	Feste und Feiertage (Celebrations) Concepts: Culture, Meaning, Form Global Context: Personal and Cultural Expression (Rituals and play) Inquiry: Traditions and rituals give form and meaning to the cultural expression of people who connect during daily and special events. Assessment: 1. Ein Fest ein Interview (Criterion C)) 2. Video Assessment (Criterion A)	Leben in der Stadt (Getting around in a city) Concepts: Culture, Function, Context Global Context: Orientation in Space and Time (Natural and human landscapes and resources) Inquiry: The historical context of natural and human landscapes in a city and its surroundings is important to understanding the city and using language for the function of navigating the area.	Wohin mit dem Müll? (Waste and Recycling) Concepts: Communities, Empathy, Context Global Context: Fairness and Development (Rights, law, civic responsibility and the public sphere) Inquiry: Countries deal with environmental issues differently and with an empathetic approach to local contexts we can learn from each other's systems and take responsibility for wiser use of resources.

	1. 'Dressing Up The Stars' (Criterion C) 2. Video Assessment (Criterion A) 3. Reading Comprehension (Criterion B) 4. Fashion Show Comic (Criterion D) ATL skills: Use and interpret a range of discipline-specific terms and symbols Create original works and ideas Content summary: -vocabulary and expressions related to clothing and fashion -famous Germans in the fashion/textile industry (models, designers) -nominative and accusative pronouns -adjective endings -dative verbs and pronouns	2. Reading Comprehension (Criterion B) 3. A letter to the 'Weihnachtsmann' (Criterion D) ATL skills: Use intercultural understanding to interpret communication Use appropriate forms of writing for different purposes/ audiences Content summary: -vocabulary, expressions and customs related to celebrations in the German-speaking countries (birthday, Oktoberfest, Sankt Martinstag, Christmas, New Year's, Three Kings Day) -dative case, indirect objects -future tense	Assessment: 1. Giving and getting directions in Munich (Criterion C) 2. Video Assessment - Munich (Criterion A) 3. Reading Comprehension Assessment (Criterion B) 4. Writing a new ending to the book Der Märchenkönig (Criterion D) ATL skills: Use a variety of speaking techniques to communicate with a variety of audiences Read critically and for comprehension Content summary: -vocabulary and expressions related to places in a city and asking for directions in order to navigate a city -sights, tourist attractions and the public transportation system in the city of Munich -imperative (commands) -two-way prepositions (accusative/dative) -information about the life and influence of King Ludwig II of Bavaria -reading a book: Der Märchenkönig -reading strategies	Assessment: 1. Video Assessment (Criterion A) 2. Reading Comprehension Assessment (Criterion B) 3. Speaking Task (Criterion C) 4. Writing Task (Criterion D) ATL skills: Consider ethical, cultural and environmental implications Read a variety of sources for information and for pleasure Content summary: -vocabulary related to waste management and packaging -impact of garbage on the environment -Germany's waste recycling system -Verbs + prepositions -da- / wo- Komposita conjunctions: sowohl....als auch, entweder...oder, einerseits...andererseits
3b German	Ab in die Berge! (Into the mountains!) Concepts: Culture, Context, Message Global Context: Orientation in Space and Time (Natural and human landscapes and resources) Inquiry: The mountainous landscapes of southern Germany, Switzerland and Austria provide a context for a unique culture celebrated in messages of songs and stories about nature, heroism, collegiality and outdoor exercise. Assessment: 1. Video assessment (Criterion A) 2. Reading comprehension (Criterion B) 3. Oral interview (Criterion C) 4. Writing task: heroes (Criterion D) ATL skills:	Bildung und Beruf (Education and Career) Concepts: Culture, Audience, Function, Structure Global Context: Identities and Relationships (Transitions) Inquiry: The opportunities to which we are exposed within a culture can impact transitions to career paths. When pursuing education and career paths it is important to maintain a sense of audience, function and structure in verbal and written interaction with potential educational institutions and employers. Assessment: 1. Video assessment (Criterion A) 2. Reading comprehension (Criterion B) 3. Job Interview (Criterion C)	Verbrechen und Strafe (Crime and Punishment) Concepts: Communication, Audience, Context Global Context: Personal and Cultural Expression (Products, systems and institutions) Inquiry: Literary works address the issues of right and wrong for a given audience and prompt discussion of nuances/grey areas in the context of historical and modern systems of rules. Assessment: 1. Video Assessment (Criterion A) 2. Reading Comprehension Assessment (Criterion B) 3. An interrogation simulation (Criterion C) 4. Writing a crime story (Criterion D) ATL skills:	Wunder der Technik (Technological marvels) Concepts: Connections, Form, Purpose Global Context: Scientific and Technical Innovation (Products, Processes and Solutions) Inquiry: Contributions from German-speaking inventors of products, processes and solutions have formed the basis for much technological innovation in the world. Linguistic forms help give accounts of the origin and use of these inventions for the purpose of a broader technological and cultural understanding. Assessment: 1. Video Assessment (Criterion A) 2. Reading Comprehension Assessment (Criterion B) 3. Speaking Task (Criterion C)

	Read a variety of sources for information and pleasure Use and interpret a range of discipline-specific terms and symbols Content summary: -vocabulary and expressions related to the pastime of hiking and mountaineering -geographic and cultural information about the mountainous areas of Germany, Switzerland and Austria -reading a book: Timo darf nicht sterben -the pastime of hiking in the German-speaking countries -German hiking songs -the past tense -conjunctions: weil, dass, wenn, als, wann, ob -the legend of Wilhelm Tell -the film Nordwand	3. Writing task: resume and cover letter (Criteria D) ATL skills: Use intercultural understanding to interpret communication Use appropriate forms of writing for different purposes and audiences Content summary: -vocabulary and expressions related to professions, job applications and job interviews -the German education system as a pathway to future careers -culture surrounding job applications in Germany -personal strengths and weaknesses and their relevance for job applications -the use of German in careers -relative pronouns	Create original works and ideas; use existing works and ideas in new ways Use a variety of speaking techniques to communicate with a variety of audiences Content summary: -vocabulary and expressions related to crime and punishment -discussion about the difference between pranks and crimes -a radio play: Grüße aus dem Grab -reading and videos: Die Streiche von Max und Moritz -past perfect tense	4. Writing an advertisement for an invention one has made (Criteria D) ATL skills: Design new machines, media and technologies Develop contrary or opposing arguments Content summary: -vocabulary and expressions related to technology and inventions - the contributions of German-speaking inventors to technological advancement -passive voice -subjunctive of modal verbs -damit; um...zu
4 German	Kino und Film (Cinema and Film) Concepts: Communication, Conventions, Stylistic Choices Global Context: Personal and Cultural Expression (Artistry, craft, creation and beauty) Inquiry: Quality film is nuanced and contains a variety of cinematographic conventions and stylistic choices, which showcase a director's creativity and artistry and support the communication of the film's message. Assessment: 1. Video assessment (Criterion A) 2. Reading comprehension Assessment (Criterion B) 3. Oral assessment (Collaborating on making a short film) (Criterion C) 4. Written assessment - a film critique (Criterion D) ATL skills: Make guesses, as 'what if' questions and generate testable hypotheses Create original works and ideas; use existing works and ideas in new ways Gather and organise relevant information to formulate an argument Content summary:	Multikulturelle Gesellschaft (Multicultural Society) Concepts: Connections, Empathy, Point of View Global Context: Globalization and Sustainability (Commonality, diversity and interconnection) Inquiry: Heterogeneous societies are rich in the benefits and challenges of diversity, which require members of society to show empathy and consider different points of view. Assessment: 1. Video assessment (Criterion A) 2. Reading comprehension Assessment (Criterion B) 3. Oral interview (Criterion C) 4. Writing task (Criterion D) ATL skills: Consider ideas from multiple perspectives Read critically and for comprehension Content summary: -vocabulary and expressions related to the topic of 'multicultural society' -what ethnic groups make up the German population and reasons for immigration to Germany	Berlin gestern und heute (Historical and Modern Berlin) Concepts: Connections, Context, Meaning Global Context: Orientation in Space and Time (Epochs, eras, turning points and 'big history') Inquiry: Historical and political events and turning points give context to the physical and social landscape of a city and a country. That context inspires and influences writers and artists to convey meaning and opinions about such events. Assessment: 1. Video assessment (Criterion A) 2. Reading comprehension Assessment (Criterion B) 3. Oral interview (Criterion C) 4. Writing task (Criterion D) ATL skills: Make inferences, draw conclusions Consider ethical, cultural and environmental implications Content summary: -vocabulary and expressions related to the history of Post WWII Germany	

	-vocabulary and expressions related to film and film techniques -film techniques that enhance the quality of a story -films from the German-speaking countries -the subjunctive mood -review simple past and past perfect tenses	-how prejudices are developed and how they can be avoided -to what extent it is society's responsibility to integrate immigrants and to what extent it is the immigrants' responsibility to integrate themselves -Film: Almanyia -reading a book: Haus ohne Hoffnung -review subjunctive mood and passive voice	-political and social events which shaped post WWII Germany and how those events impacted and influenced the physical city of Berlin and its population -work of artists (painters, writers, singers) describing Post WWII Germany -review relative pronouns -general grammar review	
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Phase & Subject	Unit 1	Unit 2	Unit 3	Unit 4
2 English	How do you pass the time? Concepts: Communication, Word choice, purpose Global Context: Identities and Relationships (Happiness and the good life) Inquiry: Talking about our hobbies and interests by making appropriate word choices can help us understand our own identity, build a good life and improve our overall happiness. Assessment: 1. Listening Task (Criteria A) 2. Reading Task (Criteria B) 3. Speaking Task (Criteria C) 4. Writing Task (Criteria D) ATL skills: Communication skills: Read critically and for comprehension; Make inferences and draw conclusions Collaboration skills: Practise empathy; Listen actively to other perspectives and ideas Content summary: - Hobbies and activities vocabulary - Adverbs of frequency - Much and many - Use of the present tense - Listening skills - Interviewing skills	Where would we be without family? Concepts: Connections, Function, Purpose Global Context: Identities and relationships (Roles and role models) Inquiry: Our personal and extended family connections have important functions and purposes, they play a role in our lives and give us role models to look up to. Assessment: 1. Listening and speaking Task (Criteria A & C) 2. Reading Task (Criteria B) 3. Writing Task (Criteria D) ATL skills: Communication skills: Read critically and for comprehension; Read a variety of sources for information and for pleasure Organization skills: Create plans to prepare for summative assessments (examinations and performances) Information literacy skills; Use memory techniques to develop long-term memory Content summary: - Novel study : Charlie and the chocolate factory - Vocabulary of family, extended family	Eat to live or live to eat? Concepts: Culture, Audience, message Global Context: Identities and relationships (Health and well-being) Inquiry: Learning about food worldwide enables us to convey the message to others on how to make healthy choices. Assessment: 1. Listening and speaking Task (Criteria A & C) 2. Reading Task (Criteria B) ATL skills: Communication skills: Use intercultural understanding to interpret communication; Organize and depict information logically Affective skills: Practise being aware of body–mind connections; Demonstrate persistence and perseverance Reflection skills: Develop new skills, techniques and strategies for effective learning; Identify strengths and weaknesses of personal learning strategies (self-assessment) Content summary: - Food - Healthy diet - Culture	What makes a good story? Concepts: Communication, creativity, Meaning, structure, audience Global Context: Personal and Cultural expressions (Social constructions of reality) Inquiry: Unraveling how our social constructions of reality shape narratives, giving meaning to stories and connecting with audiences through creative expression and structure. Assessment: 1. Listening and speaking Task (Criteria A & C) 2. Writing Task (Criteria D) ATL skills: Communication skills: Read critically and for comprehension; Read a variety of sources for information and for pleasure; Make inferences and draw conclusions Affective skills: Demonstrate persistence and perseverance Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible; Create original works and ideas; use existing works and ideas in new ways Content summary:

	- Identifying key information in the text and audio recording - Writing a paragraph - Recording and reviewing new vocabulary - Making inferences from data	- Possession - Personality, values and physical appearance	- Cooking lessons - Impact of food on our health - Reading articles - Collaboration - Identifying key information in text and audio recording	- Reading - Rewriting stories - Creative writing - Fairy tales - Imagery - Character traits - Plot diagram - Atmosphere - description
3A English	How do we connect to others? <i>Number the Stars</i> by Lois Lowry Concepts: Connections Context Global Context: Orientation in Time and Space Inquiry: Investigating the ways in which we establish meaningful connections with others through the exploration of context within the broader framework of the interconnectedness of individuals. Assessment: 1. Listening (Criteria A) 2. Reading Task-short story (Criteria B) 3. Speaking Task (Criteria C) 4. Writing Task (Criteria D) ATL skills: Communication skills: Use intercultural understanding to interpret communication; Use appropriate forms of writing for different purposes and audiences; Participate in, and contribute to, digital social media networks. Collaboration skills: Practise empathy; Manage and resolve conflict and work collaboratively in teams; Build consensus; Make fair and equitable decisions; Listen actively to other perspectives and ideas Content summary: Students need knowledge of friendship, figurative language, narrative texts (novels), and the history of Jewish people during World War II to fully engage with the unit's content. Students need to acquire skills in constructing paragraphs, interpreting narratives and reflecting, identifying contextual clues, and inferring hidden	Challenges and Leadership Concepts: Perspectives, Empathy Global Context: Fairness and development Inquiry: Exploring the role of differing perspectives in the development of solutions, and cultivating empathy as a bridge to overcome obstacles within the global context of fairness and development. Assessment: 1. Reading Task (Criteria B) 2. Speaking Task (Criteria C) 3. Writing Task (Criteria D) ATL skills: Information literacy skills: Use critical-literacy skills to analyse and interpret media communications; Access information to be informed and inform others Media literacy skills: Demonstrate awareness of media interpretations of events and ideas (including digital social media); Make informed choices about personal viewing experiences Content summary: Students will comprehensively explore the concept of leadership, develop leadership skills, understand risk-taking, and the importance of difficult decisions while utilising technology for language-related investigations, ultimately aiming to enhance their leadership understanding, skills, and self-confidence. The students need knowledge of constructing paragraphs, interpreting narratives and connecting them to unit	Belonging Concepts: Communities, Relationships Global Context: Identities and Relationships Inquiry: Our sense of belonging is influenced by culture and can be explored within the broader framework of identity formation and relationships with others. Assessment: 1. Listening Task (Criteria A) 2.Role-play summative (Criteria C) 3. Writing Task (Criteria D) ATL skills: Thinking skills:Evaluate the influence of culture on individual and group identity.Make connections between personal experiences and broader cultural contexts. Social skills:Demonstrate empathy and respect when discussing personal and cultural identities. Use collaboration to develop shared understandings of culture and expression. Content summary: This unit provides a framework for exploring belonging in a meaningful way. By engaging in discussions, creative activities, and reflection, students can develop a deeper understanding of this important concept and its impact on their lives and the lives of others. Moreover, students will discuss <i>What does it</i>	Poetry Concepts: Communication, Meaning Global Context: Personal and cultural expressions Inquiry: Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning Assessment: 1. Listening and speaking Task (Criteria A & C) 3. Writing Task (Criteria D) ATL skills: Communication skills: Give and receive meaningful feedback Critical-thinking skills: Gather and organize relevant information to formulate an argument; Recognize unstated assumptions and bias; Evaluate evidence and arguments Content summary: Students should acquire skills in constructing stanzas, annotating, identifying figurative language and applying it, interpreting poetry and connecting their reflections to the unit content, recording and reviewing new vocabulary, identifying contextual clues, inferring hidden messages in the text and analyzing literary pieces. Students will need knowledge of conventions, poetic devices (metaphor, onomatopoeia, simile, alliteration, imagery, personification, layout, rhyme, rhythm, stylistic choices, figurative language, stanza, and word choice) to effectively engage with the unit's content.

	messages in the text to effectively engage with the unit's contents.	content, recording and reviewing new vocabulary, identifying contextual clues, building reading stamina, and inferring hidden messages within texts.	<i>mean to belong? Where do you belong? When do you belong?</i>	
3B English	How do we overcome obstacles? Concepts: Message, Change, Empathy Global Context: Identities and relationships with focus on personal efficacy and agency Inquiry: Perseverance, resilience, and adaptability enable individuals to transform adversity into opportunities for personal growth, achievement and development of empathy. Assessment: Criterion A: Hellen Keller recording Criterion B: Liz Murray's article or Reparation article - Braille Criterion C: Inspirational Speech Criterion D: Diary entry also Differentiated LESU Diary Entry ATL skills: Communication skills will be developed as students listen actively and respectfully to diverse narratives of resilience, ensuring they capture essential details through effective note-taking. This not only deepens comprehension but also models the value of honoring others' stories. Social skills are embedded as students use strategies to manage, resolve, or move on from conflict, both in discussions of sensitive topics and in collaborative tasks. By navigating disagreements constructively, they practice the same interpersonal resilience demonstrated by the individuals we study. Self-management skills come into play as students practise maintaining focus amid potentially challenging or emotional content. They will reflect on and evaluate their own learning, setting realistic yet challenging goals for their academic and personal growth throughout the unit.	Hatchet - a novel study Concepts: Connections, Change, Relationships, Identity, Purpose Global Context: Orientation in Time and Space with focus on Peoples, boundaries, exchange and interaction Inquiry: Interactions with the natural world can transform personal identity and deepen our understanding of how circumstances influence decision-making in survival situations. Assessment: Criterion A: Analysis of the audio epilogue of Hatchet. Criterion B: X Criterion C: X Criterion D: Reflective Paragraph on the Escape Room and Brian's letter to his parents ATL skills: Communication skills - Students give peers targeted feedback on creative survival plans or oral presentations about Brian's decisions. Students model receiving feedback by revising written reflections and incorporating peer/teacher suggestions. Comprehension strategies (previewing chapters, annotating, summarising, questioning, visualising) are taught and practiced explicitly. Social skills - Collaborative tasks (designing a shelter plan, role-playing rescue scenarios) require equitable participation. Students work in small teams with assigned roles to research survival techniques, lead discussions, and produce a group product. Self-management skills - Students set personal reading and skill goals ("I will annotate every chapter and write a one-paragraph summary after two chapters" or "I will lead one	What is multilingualism? Concepts: Communication, identity Word choice, idiom, meaning Global Context: Identities and relationships with focus on Identity formation Inquiry: Being able to speak more than one language allows us to communicate a familiar message in a new way. Assessment: Criterion A: The Secret of Learning a New Language - video analysis Criterion B: Are Dying Language worth saving? - textual analysis Criterion C: Presentation and debate - What type of bilingual am I? And Advice for a new EAL student interactive presentation and role play. Criterion D: X ATL skills: Communication skills: Students will practice active listening in discussions about different types of bilingualism and the experiences of bilingual individuals. By applying strategies such as annotating, summarizing, and identifying contextual cues, they improved their ability to comprehend and engage with a variety of texts. Self-management skills: Students reflect on their own learning journeys, evaluating how their understanding of bilingualism evolved across the unit. They set personal learning goals, such as increasing reading endurance or expanding their vocabulary bank that were both challenging and realistic, ensuring steady academic growth. Research skills: Students learn how to formulate effective questions about bilingualism and multilingualism, moving beyond surface-level inquiry to	A Step from Heaven - A Novel Study Concepts: Culture, Identity, Relationships, Context, Point of view Global Context: Orientation in Time and Space with focus on civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange Inquiry: The ways individuals use language and relationships to navigate cultural transitions reveal how identity is shaped by migration and belonging. Assessment: Criterion A: X Criterion B: Novel Analysis - comprehension questions based on a chapter Criterion C: Image analysis and connections Criterion D: A short analytical paragraph ATL skills: Communication skills are essential as students listen actively to different perspectives on Young Ju's story and share respectful, meaningful feedback about interpretations of the text. They also practice receiving feedback to refine their understanding of how language, culture, and identity shape characters' experiences. Social skills are developed through group discussions about family conflict, cultural transition, and belonging. Students help one another contribute by considering the voices of multiple characters such as Young Ju, Apa, Uhmma, and Joon Ho and explore how these perspectives reveal the challenges of migration and multilingualism. Self-management skills come into play when students reflect on their learning about identity and evaluate

	Thinking skills are engaged as students consider ideas from multiple perspectives, generate new solutions to problems posed in case studies, and identify patterns or trends across different stories of overcoming adversity. This analytical approach reinforces the unit's conceptual focus on transformation and growth. Content summary: In this unit, students explore how perseverance, resilience, and adaptability help individuals transform adversity into opportunities for growth, achievement, and empathy. Through narratives of figures such as Helen Keller and Liz Murray, students analyze the messages of personal change while considering how empathy connects identities and relationships. The focus on personal efficacy and agency encourages learners to reflect on their own capacity to face challenges.	small-group discussion this unit"). Goals focus on skill development (comprehension, feedback use, participation) rather than only content. Thinking skills - Students trace patterns (From Brian's decisions to immediate consequences to longer-term learning) and map character development across the text. Activities emphasize finding trends in how Brian responds to setbacks and links between environment, choices, and outcomes. Content summary: In this unit, students examine how interactions with the natural world shape identity, relationships, and purpose. Through Brian's survival journey in <i>Hatchet</i>, learners explore how circumstances and environments influence decision-making, resilience, and personal transformation. The unit emphasizes connections between individuals and nature, change through adversity, and the evolving sense of identity and purpose in survival contexts. With a global context of Orientation in Time and Space, students consider how people navigate boundaries, exchange, and interaction when faced with life-altering challenges.	deeper exploration of identity, communication, and cultural exchange. These questions helped guide their investigation into how bilingualism functions as both a benefit and an obstacle in wider social contexts. Thinking skills: Students analyze complex information about language and identity, considered perspectives from multiple cultural and linguistic backgrounds, and generated original ideas about how bilingualism shapes human relationships. By identifying connections and patterns across case studies, narratives, and their own experiences, students built a more nuanced understanding of how language influences identity and social interaction. Content summary: Students should acquire skills in constructing paragraphs, interpreting narratives and linking them to the unit's content, recording and reviewing new vocabulary, identifying contextual cues, enhancing reading endurance, and inferring concealed messages in texts. Students should have knowledge of concepts such as bilingualism, multilingualism, language, communication, mother tongue, polyglot, universal language, and idioms.	how their own views on culture, assimilation, and belonging evolve while studying the novel. Thinking skills are central to analyzing An Na's complex use of voice and structure. Students consider the novel from multiple perspectives such as child vs. adult, immigrant vs. native-born, parent vs. child and identify patterns in how language and silence influence power and relationships. These skills support deeper inquiry into how migration reshapes identity and belonging. Content summary: In this unit, students will explore how identity, culture, communication, and perspective shape the immigrant experience through An Na's <i>A Step from Heaven</i>. They will examine how language, silence, and point of view reflect Young Ju's growth and the challenges of navigating between Korean traditions and American expectations. Through close reading and discussion, students will gain subject-specific knowledge in literary analysis, including: how narrative voice and style develop character perspective, how imagery and symbolism convey themes of belonging, hope, and conflict, how relationships between Young Ju and her parents, her brother, and her community, reveal struggles with authority, cultural transition, and resilience. By analyzing characters and their relationships, students will recognize patterns of power, resistance, and adaptation, connecting these insights to broader concepts of multilingualism, migration, and identity formation.
4A English				

4B English	How do we perceive the world? Concepts: Perspectives, systems Empathy, point of view Global Context: Scientific and technological innovations (Systems, models, methods) Inquiry: Our diverse perspectives shape and influence the cognitive systems involved in learning and thinking within the context of scientific method, while the application of empathy enriches our understanding of varied points of view. Assessment: 1. Listening and speaking Task (Criteria A & C) 2. Reading Task (Criteria B) 3. Writing Task (Criteria D) ATL skills: Communication skills: Read critically and for comprehension; Make inferences and draw conclusions; Write for different purposes; Paraphrase accurately and concisely; Organize and depict information logically; Structure information in summaries, essays and reports Critical-thinking skills: Gather and organize relevant information to formulate an argument Content summary: - Identifying figurative language and interpreting it - Interpreting narratives and connecting their reflections to the unit content - Basic parts of the brain - Neurodiversity - Invisible disability - Dyslexia, Autism - Figurative Language - Memory parts - Kahneman's theory - Bias - Senses and perception	What makes a compelling argument? Key Concepts: Communication, Perspective, argument, message, word choice, audience Global Context: Personal and Cultural expressions (Analysis and argument) Inquiry: An effective scientific argument shapes the perspective of the audience through a transparent data analysis, clear message, and precise word choice. Assessment: 1. Listening and speaking Task (Criteria A & C) 2. Reading Task (Criteria B) 3. Writing Task (Criteria D) ATL skills: Critical-thinking skills: Practise observing carefully in order to recognize problems; Gather and organize relevant information to formulate an argument; Recognize unstated assumptions and bias; Interpret data; Evaluate evidence and arguments Content summary: - Constructing paragraphs - Using academic language in spoken discourse - Paraphrasing - Constructing paragraphs - Interpreting non-fiction texts and connecting their reflections to the unit content - Recording and reviewing new vocabulary - Paraphrasing - Making conclusion based on the collected data - Structure an essay	Why do we tell stories? Concepts: Connections, empathy, meaning Global Context: Identities and Relationships (Moral reasoning and ethical judgement) Inquiry: Stories are a tool for the exploration of human connections, and meaning in our own lives while fostering empathy and ethical decision-making. Assessment: 1. Listening and speaking Task (Criteria A & C) 2. Reading Task (Criteria B) 3. Writing Task (Criteria D) ATL skills: Communication skills: Use appropriate forms of writing for different purposes and audiences; Read critically and for comprehension; Make inferences and draw conclusions Collaboration skills: Encourage others to contribute; Exercise leadership and take on a variety of roles within groups Critical-thinking skills: Gather and organize relevant information to formulate an argument Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries Content summary: - Figurative language - Element of plot - Conflict - Characterization - Reading Stamina - Audience identification - Genres - Introduction to literary analysis - Close reading strategies - Annotation of literary text - PEAL paragraph	How can I express myself through story-writing? Concepts: Aesthetics, communication, forms, perspectives, Audience, structure, conventions, message Global Context: Personal and Cultural expressions (Artistry, craft, creation, beauty) Inquiry: The conventions and structures of stories allow writers to communicate a message through aesthetic forms, and express new perspectives on reality constructions to their audience. Assessment: 1. Listening and speaking Task (Criteria A & C) 2. Writing Task (Criteria D) ATL skills: Communication skills: Use appropriate forms of writing for different purposes and audiences Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries; Generate metaphors and analogies Content summary: - Figurative language - Using vivid description and imagery in narrative writing - Understanding connotations of their word choice - Writing extended bodies of writing - writing stamina - Noticing details in model paragraphs and inferring their use in their own writing - Implying symbols and themes in their narratives - Using narrative transition words and phrases to enhance the flow of their prose - Capturing reader's attention - Resolving conflicts in their own stories and ensuring that their stories follow a coherent structure.
5A	Can words paint a picture?	Rhetoric: The Power of Language	<i>The Giver</i> : a novel study	Can we sustain the planet?

English	Concepts: Creativity Stylistic Choices Global Context: Personal and Cultural Expression Inquiry: A writer's stylistic choices in crafting a story creatively express ideas and our shared experiences to an audience. Assessment: 1. Creative writing piece - (Criteria D) 2. Reading comprehension (Criteria B) 3. Listening exercise about Steve Wiltsire ATL skills: Collaboration skills: Give and receive meaningful peer feedback Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways, generate metaphors and analogies Content summary: Making inferences and analysing literary texts, Learning about stylistic choices and techniques writers use to convey meaning Learning how an intended audience influences the language a writer uses Inference skills Listening for main ideas Writing an original piece using creative-thinking skills and techniques to convey meaning to an audience	Concepts: Communication Message Global Context: Personal and Cultural expression Inquiry: To analyse how rhetoric uses language with the purpose to persuade and influence others, expressing messages and arguments which could be both positive and negative. Assessment: 1. Pitch a Product (Criterion C) 2. Present analysis of a political cartoon (Criterion C) 3. Listening comprehension: online advertising (Criteria A) 4. Written commentary on speech (Criteria B & D) ATL skills: Communication skills-use a variety of speaking techniques to communicate with a variety of audiences; make inferences and draw conclusions Critical thinking-recognize unstated bias and assumptions Information literacy skills-make connections between various sources of information, access information to be informed and inform others; present information in a variety of formats and platforms Content summary: To understand what makes communication in various forms effective. To understand how to use language effectively To understand rhetorical terminology. To analyse different forms of communication; To recognize bias. To be able to define propaganda. To write a commentary. To persuade and inform an audience	Concepts: Systems Global Context: Identities and Relationships Inquiry: The novel's main theme is a starting point for inferring the author's point of view on societal systems that have the power to promote or limit freedom, choice, and desire as well as for reflecting on our own efficacy and agency. Assessment: 1. Reading comprehensions (Criteria B) 2. Listening comprehension -interview with Lois Lowry (Criteria A) 3. Oral presentation on a commune (Criteria C) 4. Argumentative essay (Criteria D) 5. Dialectical journal (Criteria B & D) ATL skills: Communication skills-collaborate with peers and experts using a variety of digital environments and media; Information literacy skills-access information to be informed and inform others for the presentation and read critically and for comprehension and organize and depict information logically, using a dialectical journal; Organization skills-plan short and long-term assignments and meet deadlines; Critical-thinking skills-develop contrary or opposing arguments Content summary: Learning how to form an argument and support it with evidence Practice reading for detail and specific purposes Identifying contextual clues Presentation skills Using academic language in spoken discourse Identifying and interpreting theme, setting and characterization Inquire into how society can balance individualism with responsibility to the whole community Learning about power structures within systems	Concepts: Global Interactions, Connections Global Context: Globalization and Sustainability Inquiry: We have to think about our impact on the environment on a global scale and how it connects to the argument for more sustainable practices. Assessment: 1. Listening comprehension (Criteria C) 2. Oral presentation about a song with an environmental theme (Criteria C) 3. Reading comprehension (Criteria B) 4. Socratic debate (Criteria A, B & C) ATL skills: Transfer-make connections between subject groups; Reflection skills-consider ethical, cultural and environmental implications of our impact on the planet; Media literacy skills-locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media; Collaboration-listening actively to other ideas and perspectives Content summary: How to use knowledge and skills to promote ideas about sustainable practices Analytical skills Reading comprehension skills Research skills Listening actively To understand the ethical and environmental implications of our impact on the planet Students will tackle topical questions related to the concepts regarding humanity's impact on the environment.
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5B English	The Art of Rhetoric Concepts: Communication Purpose Global Context: Personal and Cultural expression Inquiry: To analyse how rhetoric uses language with the purpose to persuade and influence others, expressing ideas and beliefs which could be both positive and negative. Assessment: 1. Pitch a Product (Criterion C) 2. Present analysis of a political cartoon (Criterion C) 3. Listening comprehension: online advertising (Criteria A) 4. Three paragraph essay on Anne Hathaway's speech (Criterion D) 5. Written commentary on speech (Criteria B & D) ATL skills: Communication skills-use a variety of speaking techniques to communicate with a variety of audiences as well as make inferences and draw conclusions Critical thinking-recognize unstated bias and assumptions;information literacy skills-make connections between various sources of information, access information to be informed and inform others and present information in a variety of formats and platforms Content summary: To understand what makes communication in various forms effective. To understand how to use language effectively To understand rhetorical terminology. To analyse different forms of communication; To recognize bias. To be able to define propaganda. To write a commentary. To persuade and inform an audience	Animal Farm by George Orwell Concepts: Systems Theme Global Context: Inquiry: The novella's main theme is a starting point for inferring the author's point of view on systems that have the power to promote or limit freedom, allowing us to reflect on leadership and one's affiliation within these systems. Assessment: 1. Reading comprehensions (Criteria B) 2. Listening comprehension -forms of government (Criterion A) 3. Socratic seminar on Chapter 9 (Criterion C) 4. Argumentative essay (Criteria D) 5. Creative speech from one of the animals (Criterion D) ATL skills: Communication skills: negotiate ideas and knowledge with peers and teachers; read critically and for comprehension Collaboration skills: Listen actively to other perspectives and ideas Affective skills: Demonstrate persistence and perseverance Critical-thinking skills: Gather and organise relevant information to formulate an argument Content summary: Interpreting and analysing a text How characterization is used in storytelling Understanding fable and allegory Academic and creative writing skills for different purposes Speaking skills as well as debating skills How to develop an argument	Identities (Phase 5A and Phase 5B) Concepts: Connections Context Global Context: Identities and Relationships Inquiry:A person's identity and voice may be formed by context and connections to family, language and culture. Assessment: 1. Poetry analysis (Criteria A & D) 2. Reading comprehensions of one poem (Criteria B) 3. Personal narrative- My Name (Criteria A & D) 4. Listening exercises (Criteria C) ATL skills: Communication skills-intercultural understanding to interpret communication, use appropriate forms of writing for different purposes; take effective notes Affective skills: practice focus and concentration Reflective skills: consider content Creative thinking skills: use brainstorming and visual diagrams to generate ideas Content summary: Constructing a multi paragraph essay Constructing meaning from a variety of texts Using academic language Identifying figurative language/poetic terminology and interpreting it Connecting their reflections to the unit content Note-taking skills How social groups can influence identity formation How languages and culture impact identity formation Empowering dignity and agency in establishing one's own voice and identity	A social justice novel study Concepts: Perspective Empathy Global Context: Fairness and Development Inquiry: One's capacity for empathy is based on allowing for multiple perspectives in order to foster fairness and development. Assessment: 1. Literary analysis: character chart (Criteria B & D) 2. Listening comprehension on juvenile detention center (Criteria A) 3. Reading comprehension of poem "Mother to Son" by Langston Hughes 4. Creative writing piece based on novel (Criterion D) 5. Expository essay (D) ATL skills: Communication skills-use intercultural understanding to interpret communication, make inferences and draw conclusions Collaboration skills-practise empathy Critical-thinking skills-revise understanding based on new info and evidence. Content summary: Exploring the literary term-Point of view Exploring the novel from different perspectives to practise empathy and reflect on how we perceive others Making inferences and analysing literary texts, looking at theme, characterization, and author choice used to convey meaning Listening for main ideas Practise creative writing using the novel as inspiration
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Grade & Subject	IDU
8 English	IDU (with Science) Ocean Acidification Concepts: Change, communication Environment Global Context: Globalization and sustainability - Human impact on the environment Inquiry: Purposeful communication can shape human behavior to drive positive environmental change. Assessment: 1. Data presentation(Ai, Bi) 2. Reflective log (Aii, Bii, Ci, Cii) ATL skills: Media literacy skills: Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways Content summary from English: Interpreting/deciphering data from multiple sources (charts, graphs, curves) Filtering relevant info Effective presentation techniques