

Language Acquisition Subject Group Overview

Phase & Subject	Unit 1	Unit 2	Unit 3	Unit 4
1 Danish Sara	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: - C1: I can listen actively to understand information and ideas. - C2: I can express clear, concise, and relevant ideas using subject-specific language. 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 D: Write an introduction to a Danish tradition ATL skills: - C1: I can listen actively to understand information and ideas. - C2: I can express clear, concise, and relevant ideas using subject-specific language. 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 B: Read a text about Greenland Criteria C: Describe life in Greenland based on 4 pictures ATL skills: - C1: I can listen actively to understand information and ideas. - C2: I can express clear, concise, and relevant ideas using subject-specific language. 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 Sara	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: C2: I can express clear, concise, and relevant ideas using subject-specific language. 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	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: R1: I can formulate effective questions and prompts for research. Content summary: - Learning about Danish traditions & celebrations - Learning about traditions & celebrations from other cultures - Seasonal vocabulary - Comparison of different traditions/celebrations	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: SM1: I can maintain focus and overcome distractions. Content summary: - School & work related vocabulary - Use of verbs to refer to the future	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: SM4: I can set ambitious goals and stay motivated and resilient during setbacks. Content summary: - Music/instrument related vocabulary - Expression of musical preferences - Learn about different Danish musicians - Do research and presentation on a Danish musician
3 Danish Sara	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	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: R4: I can extract, summarise, and organise key points from research sources. Content summary:	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	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:

	Criterion D: Write a profile text about yourself on a pretend dating website ATL skills: C3: I can engage meaningfully in discussions to explore ideas critically and creatively. 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.	- 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	ATL skills: SM3: I can apply organisational strategies to manage time and resources effectively. Content summary: - Learn about different famous people from Denmark over time - Work on research and presentation of a famous Dane of your choice	T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary: - Explore Danish geography - Learn about different towns and their history - Learn to navigate the public transportation system
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: I can give and respond to feedback with awareness of others' feelings and perspectives 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	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: Social Skills: I can consider and take responsibility for the impact of my actions on others 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	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 essay about the same topic (Criteria C and D). ATL skills: Self- management skills: I can reflect on my strengths and areas for development, acting on feedback to grow Content summary: • Fictive literature based on social interaction and relationships • Theory about the use of dramaturgy elements • Develop a play	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: Thinking skills: I can critically evaluate ideas and decisions with attention to ethics and sustainability 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,	Sense of Beloning Concepts: Connections, Contexts	Healthy Body, Healthy Mind Concepts: Culture, Bias, Empathy	Identity as a Brand Concepts: Communication, Theme	Culture and Traditions

B Sika T	Global Context: Personal and Cultural Expression Inquiry: A person's cultural identity and sense of belonging may derive from connections to family, language context, ethnicity and social backgrounds. Assessment: The students will be assessed in all four criterias: A, B, C and D ATL skills: Self-management skills: I can maintain focus and overcome distractions. Social skills: I can support others to participate and succeed through inclusive and productive collaboration Content summary: • Ted Talk; creating their own Ted Talk about belonging • Focus on Third Culture Kids • Practice building arguments • Roleplays • Create articles	Global Context: Identities and Relationships Inquiry: Points of view on health are influenced by our identities and relationships with others, and the messages we found in the media, on social networks and in our cultural environment. Assessment: Continuing from the formative assessment, students will write articles, perform a debate, develop their own small videos. These will be assessed following the MYP criteria, using A, B, & D. These assessments will contribute to the semester grade. ATL skills: Research skills: I can access a variety of credible sources, evaluating for bias, accuracy, and reliability. Thinking skills: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary: • Make a campaign about mental and physical health • Write an argumentative essay • Watch different films and documentaries • Create a Health Magazine together	Global Context: Globalization and Sustainability Inquiry: Messages received through social media and social networking facilitate the communication of identity as a brand and not only shape future forms of self- expression, but also influence technical innovation Assessment: The students will be assessed in all four criterias: A, B, C and D ATL skills:Research skills: I can formulate effective questions and prompts for research Social skills: I can build relationships and work effectively with diverse peers. Content summary: • Reading articles both fiction and non- fiction • Focus on different online platforms • To identify and analyze the genre • Develop a “youtube” blog	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: 1. Developing a documentary film (C and D) ATL skills:Communication skills: I can effectively structure and organise information using an appropriate format Self-management skills: I can can set ambiguous goals and stay motivated and resilient during setbacks 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
5 Danish A Sika T	Exploring Novels and Short Stories Concepts: Creativity Global Context: Cultural and Personal Expression Inquiry:Novels and short stories explore the social constructions of reality through creativity, theme and stylistic choices. Assessment: The students will be assessed in all four criterias: A, B, C and D	Exploring the Boundless Realm of Creativity Concepts: Connections Global Context:Fairness and Development Inquiry:Exploring the boundless realm of creativity through stylistic choices and contextual considerations contributes to imagining a hopeful future. Assessment:	Heroes and antiheroes Concepts: Culture Global Context:Identities and Relationship Inquiry:Portrayals of heroes and antiheroes in literature and media influence our perceptions of roles and role models, foster connections, and shape our capacity for empathy and inference. Assessment:	Amazing Tales Concepts:Communication Global Context:Orientation in space and time Inquiry:Amazing tales that span epochs, eras, and turning points in “big history” explore the interplay of culture, themes, and diverse points of view. Assessment: The students will be assessed in all four criterias: A, B, C and D

	ATL skills: Self-management skills: I can maintain focus and overcome distractions. Social skills: I can support others to participate and succeed through inclusive and productive collaboration Content summary: The work will be around a fictional book - The students will work with different writing styles e.g. Diary, Letters - Reading different short stories - Developing their own trailer for a movie	The students will be assessed in all four criterias: A, B, C and D ATL skills: Research skills: I can access a variety of credible sources, evaluating for bias, accuracy, and reliability. Thinking skills: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary: The students will work with different writing genres e.g. thriller stories, book reports, subject texts. - The students will develop their own short film - They will make a small cartoon based on a film	The students will be assessed in all four criterias: A, B, C and D ATL skills: Research skills: I can formulate effective questions and prompts for research Social skills: I can build relationships and work effectively with diverse peers. Content summary: The students will read a variety of texts based on the unit theme. They will do difference tasks related to two main movies: - Zappa and Busters verden - The students will develop a monologue - Roleplays	ATL skills: Communication skills: I can effectively structure and organise information using an appropriate format Self-management skills: I can set ambiguous goals and stay motivated and resilient during setbacks. Content summary: The students will read a book "Vildheks" - In groups they will make an audioplay - They will read different stories about the overall theme - The students will work with a variety of different tasks to enhance their language - A special focus on vocabulary
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Phase & Subject	Unit 1	Unit 2	Unit 3	Unit 4
1 Spanish	Todo sobre mí (All about myself) Concepts: Communication Form, Message Global Context: Identities and relationships Inquiry: Identity can be meaningfully communicated through thoughtful consideration of form and message. Assessment: Criterion B: Read an email from your penpal and answer questions Criterion D: Respond to your penpal's email. ATL skills: C1: I can listen actively to understand information and ideas. SM3: I can apply organisational strategies to manage time and resources effectively.	El día de los Muertos (the Day of the Dead) Concepts: Culture Context, Purpose Global Context: Personal and Cultural Expression Inquiry: Analysing the purpose of traditions within a specific context 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: C1: I can listen actively to understand information and ideas.	En la escuela (at school) 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: 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: C1: I can listen actively to understand information and ideas.	Donde yo vivo (communicating about the context they live in) Concepts: Connections, Form, Message Global Context: Identities and relationships Inquiry: Linguistic forms help us understand messages about how we interact with our local environment. Assessment: 1. Reading comprehension (Crit.B) on a text of someone who describes their city. ATL skills: C1: I can listen actively to understand information and ideas. C5: I can effectively structure and organise information using an appropriate format.

	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	C4: I can give and respond to feedback with awareness of others' feelings and perspectives. 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	C2: I can express clear, concise, and relevant ideas using subject-specific language. 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	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	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: C1: I can listen actively to understand information and ideas. Content summary: - 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)	¿Son las celebraciones y los 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: R1: I can formulate effective questions and prompts for research. R2: I can access a variety of credible sources, evaluating for bias, accuracy, and reliability. Content summary: 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	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: C1: I can listen actively to understand information and ideas. C5: I can effectively structure and organise information using an appropriate format. Content summary: Present tense of regular verbs (all pronouns) Present tense of reflexive verbs Reviewing telling the time	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: C2: I can express clear, concise, and relevant ideas using subject-specific language. Content Summary • Learning about different leisure activities • Using the verb soler • Recapping the present tense

		Talking about what we do on our birthday Exploring the festival of La Quinceañera Discussing the importance of festivals and celebrations	Frequency adverbs and time expressions Describing daily routine activities	• Learning how to express opinion • Using gustar, parecer and apetecer
3a Spanish	¡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: C2: I can express clear, concise, and relevant ideas using subject-specific language. Content summary: - 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	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: C1: I can listen actively to understand information and ideas. C5: I can effectively structure and organise information using an appropriate format. 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	Voluntariados en LATAM 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 volunteer 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: S2: I can build relationships and work effectively with diverse peers. S3: I can support others to participate and succeed through inclusive and productive collaboration. Content Summary • Using the indefinite preterite • Using the imperfect preterite • Learning about travelling and tourism • Learning about living together with different cultures	Mis últimas vacaciones 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 while on vacation Assessment: 1. Podcast interview about the activities carried out during one day of vacation (Crit.C) 2. Writing a diary entry about past holidays in Denmark (Crit.D) ATL skills: C2: I can express clear, concise, and relevant ideas using subject-specific language. C5: I can effectively structure and organise information using an appropriate format. Content summary: • Learn how to express vacation related concepts • Pretérito indefinido and imperfecto tenses (practice for production) • 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.	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:	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	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

	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.	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.	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?	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.
	¿Qué crees? Concepts: Culture Empathy Global Context: Identities and relationships Inquiry: Context and empathy deepen our comprehension of different value and belief systems.	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.	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:	Así es la vida Concepts: Communication Bias Global Context: Fairness and development Inquiry: Bias in relationships may affect fairness and development in our communities

4 Spanish	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.	Assessment: 1. Listening task criterion A: Xoco y Mítakah, 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.	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.	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	Mon identité culturelle (<i>My cultural identity</i>) Concepts: Culture, audience, context	Au collège (<i>in Middle School</i>) Concepts: Culture, message, structure	Mon temps libre (<i>Free-time activities</i>) Concepts: Communication, message, patterns	Ma vie de famille (<i>Family life</i>) Concepts: Connections, purpose, structure

	Global Context: Identities and relationships: Identity formation Inquiry: The country we live in, the people around us and the relationships we form help us form our cultural identity. Assessment: Criterion A: listen to an audio about dates from a textbook and watch 2 videos on the topic of presentations and first encounters. Criterion C: prompted dialogue with role-play cards ATL skills: Communication skills: C1- I can listen actively to understand information and ideas Self-management skills: SM1- I can maintain focus and overcome distractions Content summary: Learning to pronounce some key French sounds Saying how you feel Saying your name and learning numbers 1-31, dates & birthdays Saying your age Using the verb 'avoir' Talking about likes and dislikes Using the verb 'aimer' Using definite and indefinite articles Describing yourself and others (briefly) Say where you live (countries) and where you are from (nationalities) Using possessive pronouns (mon,ma,mes) Introducing yourself in an interview Write about yourself on a flag	Global Context: Personal and cultural expression : ritual and play Inquiry: Language gives us the structure to communicate about school experiences in different cultures. Criterion B: text : Julien and Marie talk about their school experience Criterion D: Write a response letter to your French exchange partner Julien and describe your school experience ATL skills: Communication skills: C1- I can listen actively to understand information and ideas C2- I can express clear, concise and relevant ideas using subject-specific language Content summary: School and class items (stationary) Talking about your school subjects Expressing likes and dislikes Explaining/Justifying your opinion Describing school facilities Daily routine at school Using adjectives after nouns Talking about your school day Learning about a typical French school Reading for gist Saying what there is or isn't Using comparative structures Regular and irregular verbs in the present in the 1st person of singular/plural	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) using faire and jouer to talk about free time activities Criterion C: guided conversation in pairs about free-time activities ATL skills: Self-Management skills: SM2- I can regulate my emotions and manage my impulses Social skills: S3- I can support others to participate and succeed through inclusive and productive collaboration 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	Global Context: Identities and relationships : roles and role models Inquiry: Our identity is shaped and enriched by the purposeful relationships and connections we build with the people around us. Assessment: Criterion B: texts : Mathilde & Maël describe their family and briefly talk about their life in different French speaking countries. Criterion D: Write a response email to Maël describing your own family. ATL skills: Communication skills: C5- I can effectively structure and organise information using an appropriate format. Self-Management skills: SM5- I can reflect on my strengths and areas for development, acting on feedback to grow. Content summary: Talking about animals Colour adjectives Using bigger numbers (1-100) Describing your family Physical descriptions Adjectives agreement Using possessive adjectives Using the present tense (first and 3rd person of the singular) of -er verbs Describing your parents' jobs Using a glossary or dictionary Creating an imaginary family Adapting texts Making and Reading a family tree
2 French	En ville (My town) Concepts: Communication, context, conventions Global Context: Orientation in Space and Time: Local Environment Inquiry: Context defines conventions when communicating about local environments Assessment:	J'adore les fêtes! (celebrations and festivals) Concepts: Culture, meaning, context Global Context: Personal and cultural expression: festivals and traditions Inquiry: Understanding how language conveys meaning in context helps us appreciate and describe how culture celebrate special days	Vive les vacances! (On holidays) Concepts: Communication, form, structure Global Context: Orientation in Space and Time - Travel experiences Inquiry: Linguistic form and structure help us communicate about our travel experiences. Assessment:	Chez moi, chez toi (Home life) Concepts: Creativity, audience, purpose Global Context: Personal and cultural expression- Home Life Inquiry: Our purpose and audience influence how we use our creativity to present our message about life at home.

	Criterion A: watch a video about the city of Lille, listen to an audio about getting directions Criterion C: Role play in the city of Copenhagen (tourism) ATL skills: Communication skills: C1- I can listen actively to understand information and ideas 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. Comparative and superlative structures Talking about what we are going to do (near future tense) Inviting someone out, accepting and refusing invitations Using the correct mode of address (formal / informal)	Assessment: Criterion B: authentic texts about carnival, Christmas, festive recipes Criterion D: writing an article about Christmas celebration in your homecountry ATL skills: Communication skills C5- I can effectively structure and organise information using an appropriate format. Research skills: R2- I can access a variety of credible sources, evaluating for bias, accessibility and reliability Content summary: Expressing opinions about festivals and celebrations Describing food and quantities Partitive articles Describing festivals and special days Using the present tense with "ils/elles, I and nous" form of verbs Describing a photo Talking about a future celebration Reviewing using the near future tense Making new year resolutions Reading and understanding a recipe Following a french traditional recipe (la galette des rois)	Criterion A: Watch a video about teenagers describing their holidays Criterion C: Podcast about recent travel stories/ disaster holiday ATL skills: Communication skills C4- I can give and respond to feedback with awareness of others' feelings and perspectives Self-Management skills: SM5- I can reflect on my strengths and areas for development, acting on feedback to grow. Content summary: When do we have school holidays Holiday destinations Prepositions IN, TO + countries Talking about what we did last holidays Using the perfect tense of verbs with 'avoir' Using the perfect tense of verbs with 'être' Past tense time expressions Negative structures Revise opinions + justifications Describing a catastrophic holiday Understanding and Using two to three time frames (present, past, future)	Assessment: Criterion B: reading comprehension (magazine article) Criterion D: write an email about your homelife and daily routine ATL skills: Social skills S1- I can listen with an open-mind to different perspectives Thinking skills: T2- I can interpret and analyse information from various texts to draw conclusions Content summary: Describing your house / apartment Rooms in the house Locative prepositions Furniture Describing house chores Describing our daily routine Revise time/clock Using reflexive verbs in the present tense ("I / he/she/we" form of verbs)
3a French	Es-tu sportif? (Are you sportive?) Concepts: Communication, purpose Global Context: Identities and relationships: health & well-being Inquiry: Effective communication about sports serve a purpose in promoting health and well-being, while also shaping individual and collective identities and relationships. Assessment: Criterion B: reading an article about a famous sportsman/woman Criterion C: carry out an interview as a famous sportsman/woman Criterion D: Write a script for an interview with a Francophone sportsman/woman ATL skills: Communication skills	Bien dans sa peau (A healthy lifestyle) Concepts: Culture, message, point of view Global Context: Identities and relationships: health and well-being Inquiry: Our health and well-being are impacted by shared cultural messages and points of view. Assessment: Criterion A: video documents - eating: good & bad habits/ staying in shape Criterion B: magazine articles - stress amongst teenagers Criterion D: survey/research in CIS Middle school Grade 7 and 8 about students wellbeing and stress. Summarise survey ATL skills:	Toujours connecté (Always connected) Concepts: Communication, context, point of view Global Context: Scientific and Technical innovation: digital life & information age Inquiry: Changes in communication technologies affect points of view and the context in which we communicate over time. Assessment: Criterion B: press article about social media ban Criterion C: informal debate with cues + follow up questions ATL skills: Thinking skills	A l'horizon (My career and my future) Concepts: Creativity, structure, word choice Global context: Identities and Relationships: Personal efficacy and agency Inquiry: Communicating plans and wishes for the future requires an understanding of audience and conventions and an exploration of personal and social strengths. Assessment: Criterion A: audio about academic future plans, 2 videos about student summer job and volunteering abroad Criterion D: write a blog post about future studies, career and volunteering

	C5- I can effectively structure and organise information using an appropriate format. Thinking skills T2- I can interpret and synthesise information from a set of visuals and texts 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	Research skills R1- I can formulate effective questions and prompts for research R4- I can extract, summarise and organise key points from research sources. Content summary: Learning the parts of the body Saying where it hurts Revising à + the definite article Using il faut/ il ne faut pas and other impersonal structures (il est nécessaire de, on doit ...) Talking about healthy lifestyles - diet, exercise and good / bad habits Nutrition (food pyramid) Using the future tense (futur simple) Describing levels of fitness	T3- I can draw meaningful connections from my learning and apply them to unfamiliar contexts Social skills: S1- I can listen with an open-mind to different perspectives Content summary: Methods of communication Advantages and inconvenients of Technology Adverbs of Frequency Debate phrases Formation and uses of imperfect tense Use of Imperfect tense vs Passé composé Before versus now Practise identifying implicit information in longer texts	ATL skills: Communication skills: C5- I can effectively structure and organise information using an appropriate format. Self-Management skills: SM5- I can reflect on my strengths and areas for development, acting on feedback to grow. Content summary: Academic pathways in the french system Jobs, places of work Personality traits Multiple intelligences Skills and competencies and intentions Time expressions (future tense) Uses and formation of the simple and near future tenses Volunteering and community involvement
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 Affective skills: practise focus and concentration	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 Organisational skills: meet deadlines ; keep and organised and logical	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 system of information files/notebooks	

	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	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.	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 Collaboration skills: Listen actively to other perspectives and ideas	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 Collaboration skills: Listen actively to other perspectives and ideas	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 Organisational skills: meet deadlines ; keep and organised and logical	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 Organisational skills: meet deadlines ; keep and organised and logical

	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.	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	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.	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 &	Unit 1	Unit 2	Unit 3	Unit 4
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Subject				
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)

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: Almanya -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	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. Charlie and the chocolate factory (Criteria B) 3. Writing Task (Criteria D) ATL skills: SM3 : I can apply organisational strategies to manage time and resources effectively. T2 : I can interpret, analyse, and synthesise information to form evidence-based conclusions. Content summary: - Novel study : Charlie and the chocolate factory - Vocabulary of family, extended family - Possession	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: C5 : I can effectively structure and organise information using an appropriate format. Content summary: - Food - Healthy diet - Culture - Cooking lessons - Impact of food on our health - Reading articles - Collaboration - Identifying key information in text and audio recording	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: SM4: I can set ambitious goals and stay motivated and resilient during setbacks. T1: I can explore concepts and develop solutions with curiosity and creativity. Content summary: - Reading - Rewriting stories - Creative writing - Fairy tales - Imagery - Character traits	How do you pass the time? Concepts: Communication, Word choice 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. Mo's bows (Criteria A) 2. Email from penfriend (Criteria B) 3. Clubs (Criteria C) 4. My hobbies (Criteria D) ATL skills: C1 : I can listen actively to understand information and ideas. C2 : I can express clear, concise, and relevant ideas using subject-specific language. Content summary: - Hobbies and activities vocabulary - Adverbs of frequency - Much and many - Use of the present tense - Listening skills - Interviewing skills

	Personality, values and physical appearance		- Plot diagram - Atmosphere - description	- Identifying key information in the text and audio recording - Writing a paragraph - Recording and reviewing new vocabulary - Making inferences from data
3A English	How do we connect to others? Number the Stars by Lois Lowry Concepts: Connections Global Context: Orientation in Time and Space with a focus on moral reasoning Inquiry: Investigating the ways in which we establish meaningful connections with others within the broader framework of identities and relationships. Assessment: - Listening (Criteria A) - Reading Task-short story (Criteria B) - Speaking Task (Criteria C) - 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, basic figurative language, narrative texts (novels), and the history of Denmark under Nazi Occupation 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 in the text to	Challenges and Leadership Concepts: Creativity Global Context: Fairness and development Inquiry: Leaders influence communities through their creativity, actions, values and solutions to overcome challenges and foster fairness and development. Assessment: - Reading Task (Criteria B) - Speaking Task (Criteria C) - Writing Task (Criteria D) - Listening Task (Criteria A) ATL skills: Research: I can formulate effective questions. Thinking: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Social: I can build relationships and work effectively with diverse peers. Content summary: Students will comprehensively explore the concept of leadership, develop leadership skills, study well-known leaders both past and present, and the importance of difficult decisions. They will interview school leadership, 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 content, recording and note-taking, learning new vocabulary, identifying contextual clues, building, speaking and writing skills.	Belonging Concepts: Communities 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: - Listening Task (Criteria A) - Role-play summative (Criteria C) - 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. 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 mean to belong? Where do you belong? When do you belong?</i>	What is multilingualism? Concepts: Communication Global Context: Identities and relationships with a focus on human nature and human dignity 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: I can engage meaningfully in discussions to explore ideas critically and creatively. Students will practice active listening in discussions about different types of bilingualism and the experiences of bilingual individuals. Thinking skills: I can explore concepts and develop solutions with curiosity and creativity. By identifying connections and patterns across languages 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

	effectively engage with the unit's contents.			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.
3B English	How do we overcome obstacles? Concepts: 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.	Hatchet - a novel study Concepts: Connections, 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: Self-management skills - Students set personal reading and skill goals ("I will annotate every chapter after two chapters" or "I will lead one 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.	Poetry Concepts: Communication 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; 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	A Step from Heaven - A Novel Study Concepts: Culture, 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,

	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.	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.	Apa, Uhmma, and Joon Ho and explore how these perspectives reveal the challenges of migration and multilingualism. 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.
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4A English	How do we perceive the world? Concepts: Perception, Empathy, Learning Global Context: Scientific and technological innovations SOI: Understanding how the brain learns influences how we perceive ourselves and others, enabling us to make informed choices about learning, to empathise with others, and to understand how their way of seeing the world may differ from our own. Assessment: 1. Ted talk about Growth mindset (Criteria A) 2. Article (Criteria B) 2. Give advice with your knowledge of the brain (Criteria C) ATL skills: C4: I can give and respond to feedback with awareness of others' feelings and perspectives. T2: I can interpret, analyse, and synthesise information to form evidence-based conclusions. Content summary: • Senses and perception • Basic parts of the brain • Multiple intelligences • Growth mindset • Neuroplasticity, pruning (the teenage brain) • Growth vs fixed mindset • Stress • Memory	Novel study - Fish in a tree Concepts: Identity, Character, Audience Global Context: Identities and relationships SOI: Understanding our unique strengths and challenges shapes our identity and influences how we relate to others. Assessment: 1. Analysing a chapter of the novel and writing a PEAL (Criteria B & D) 2. Write a letter to Ally (Criteria D) 3. Presentation of final project (poster, book bento, book...) (Criteria C) ATL skills: SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. C5: I can effectively structure and organise information using an appropriate format. Content summary: • Invisible disability - Dyslexia • Figurative Language • Identifying figurative language and interpreting it • Interpreting narratives and connecting their reflections to the unit content • PEAL	What makes a good story? Concepts: Narrative, Perspective Global Context: Personal and cultural expression SOI: Stories are constructed through narrative choices that shape perspective and influence how we understand meaning and human experience. Assessment: 1. Notice and note signposts and analyse a short story - fishbowl (Criteria B & C) 2. The science and secret of storytelling superpower (Criteria A) ATL skills: SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. C3: I can engage meaningfully in discussions to explore ideas critically and creatively. S1: I can listen with an open mind to different perspectives and respond thoughtfully. Content summary: • Invisible disability - Dyslexia • Figurative Language • Identifying figurative language and interpreting it • Interpreting narratives and connecting their reflections to the unit content • PEAL	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.
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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, 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, 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 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 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: I can effectively structure and organise information using an appropriate format. Thinking: I can demonstrate reflexivity by questioning my own assumptions and biases. Students are asked to use their critical thinking skills to recognize unstated bias and propaganda or influence of marketing strategies in media, particularly advertising. 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: I can engage meaningfully in discussions to explore ideas critically and creatively. Research: I can extract, summarise, and organise key points from research sources. 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: 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: 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; 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. Students will tackle topical questions related to the concepts regarding humanity's impact on the environment
5B English	The Art of Rhetoric Concepts: Communication Purpose	<i>Animal Farm</i> by George Orwell Concepts: Systems Global Context:	Identities (Phase 5A and Phase 5B) Concepts: Connections Global Context: Identities and Relationships	Monster: A social justice novel study Concepts: Culture Perspective

	Global Context: Personal and Cultural expression Inquiry: To analyse how rhetoric uses language with the purpose to persuade and influence others, communicating ideas and beliefs which could be both positive or harmful. 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: I can effectively structure and organise information using an appropriate format. SM:I can reflect on my strengths and areas for development, acting on feedback to grow. 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	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: I can engage meaningfully in discussions to explore ideas critically and creatively. I can listen with an open mind to different perspectives and respond thoughtfully. Students will negotiate ideas and knowledge with peers and teachers as well as listen actively to other perspectives and ideas 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	Inquiry:A person's identity and voice may be formed by 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: I can express clear, concise, and relevant ideas using subject-specific language. Thinking: I can interpret, analyse, and synthesise information to form evidence-based conclusions. By identifying connections and patterns across poems, narratives as well as their own experiences, students built a more nuanced understanding of how language and culture influences identity. Students considered perspectives from multiple cultural and linguistic backgrounds, and generated original ideas about how home language and culture shapes identity. 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	Global Context: Fairness and Development Inquiry: One's capacity for empathy is based on allowing for multiple perspectives within a cultural context 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: Thinking: I can demonstrate reflexivity by questioning my own assumptions and biases. I can critically evaluate ideas and decisions with attention to ethics and sustainability. Students will practice empathy and discuss the American justice system as well as injustices. 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