Language and Literature Subject Overview/Vertical Map MYP 1-5

Academic Year 2019-2020

6.1/A.B./L.6.2A.B. Genre: Fiction / Non- Fiction / Poe # of yoweks: 5	VRL.6.6/RL.6.10/Rl.6.1/Rl.6.2/Rl.6.7/Rl.6.10/W.6.3/W.6.3A/B/C/D/E/W.6.4/W.6.5/W.6.6, on / Poems/Personal narratives ve and Self expression and Cultural Expression(Language and Linguistic systems) expression of one's perspective maybe crafted by one's style. iii, Ci,Cii, Ciii, Di,Diii, Div It thinking skills), Communication skills an to Alexa, so Amazon updated it. for the Preteen Soul) title Sister Kaye Visiting My Dream Destinations erio: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 er and Self-Expression and Cultural Expression and Cultural Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Unit #2 Title/Theme: Impactful Changes Standards: L. R.16.1/R.16.2/6.3/R.16.4/R.16.5/R.16.6/R.16.7/R.16.10/W.6.6/W.6.7/W.6.8/W.6.10/SL.6.1/SL.6.1A/B/C/SL.6.2/SL.6.4/6 Sene: Fiction / Informational text # of weeks: 5 Key Concept(s): Structure Global Context: Scientific and technical innovation (Adaptation, Modernization) Statement of Inquiry: Development in the scientific community may stem not only from technical innovation, but also from artistic and creative endeavors. MYP Objectives: Al,Aii Aiii,Aiv,Bii, Biii, C, Dii, Diii, Div, Dv ATI Skills: Research (Information literacy skills) Text: Light Detectives (Wonders Book p.352) *The Science of Silk (WB. p.338) *Tools of the Explorer's Trade (WB. p.366) *Researcher to the Rescue (WBp.410) *Planet Hunter (WB. p.349) Something to Write on, Please, The Abacus: Oldest Counting Machine, Satellites Take Acheology to New Heights, Shipwreck Located Below Lake Ontario, Nasa's Robotic Lander, 10 inventions that began life as science fiction Assessment Task with criteria: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society-Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: AJ,Aii Aiii,Aiv,Bii, Biii, C, Dii, Diii, Div, Dv Title/Theme: People who made a difference Standards: R11.4.6.7,9 - W.12,8 - St.1.2,3,5,6	Title/Theme: How Laws Shape Our Lives Standards: RI.6.1/6.2/6.3/6.4/6.7/6.8/6.10/W.6.1/A.B.C.D.E./6.4/5./6./7./8./9./9.A/B./6.10/L.6.2.B./6.2.C./6.6/SL.6.1/6.1/A.B./C./D./6.2/3./4./5./6./ Genre: Informational text / Persuasive Writing # of weeks: 5 Key Concept(s): Perspective Related Concept(s): Point of view, Purpose Global Context: Fairness and Development (authority) (Inequality) (Rights, law) Statement of Inquiry: Fairness and development are subjective notions that vary based on individuals' and MYP Objectives: Ai, Aii, Aiii, Bi, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv ATI. Skills: Communication Text: Human Rights booklet (teacher will provide it to students) •Online resources •Moodle •Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	Title/Theme: Myths & Legends - a mirror of reality? Standards: Rl.6.1,6.2, 6.3, 6.4,6.5,6.10/ W.6.3,6.3.A,6.3.B,6.3.C,6.3.D,6.4, 6.5,6.6,6.9/ Sl.6.1,6.1.B, 6.1.C, 6.2,6.5,6.6/L.6.1,6.2,6.3,6.3.A,6.3.B Content: Websites/ Videos/ Fiction/ Nonfiction/ # of weeks: 7 Key Concept(s): Culture Related Concept(s): Context, Genre, Purpose Global Context: Identities and relationships p Statement of Inquiry: Myths and legends help in gaining a perspective on human behaviour in a particular of the properties of the pr	consideration the globalization and sustainability of the product for the society it is intended to impact. MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv ATL Skills: Communication skills, Self-Management (Reflection) Text: PowerPoint presentation – DYNAMIC LEARNING Building blocks presentation Various printed adverts for the advert anthology Article about what makes slogans likable – www.businessinsider.com/what-makes-slogans-work-2014-6?r=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC617u0
Standards: RL6.1/RL6.2/RL6.3/RL6.4/RL6.6/ 6.11/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.11/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.11/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.11/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.11/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.10/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.10/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.10/A.8./L.6.2/RL6.3/RL6.4/RL6.6/ 6.10/A.7.8./RL6.6/RL6.3/RL6.3/RL6.1/RL	VRL.6.6/RL.6.10/Rl.6.1/Rl.6.2/Rl.6.7/Rl.6.10/W.6.3/W.6.3A/B/C/D/E/W.6.4/W.6.5/W.6.6, on / Poems/Personal narratives ve and Self expression and Cultural Expression(Language and Linguistic systems) expression of one's perspective maybe crafted by one's style. iii, Ci,Cii, Ciii, Di,Diii, Div It thinking skills), Communication skills an to Alexa, so Amazon updated it. for the Preteen Soul) title Sister Kaye Visiting My Dream Destinations erio: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. 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Content: Adverts/ Videos/ Nonfiction/ Websites # of weeks: 8 Key Concept(s): Creativity Related Concept(s): Point of view, self expression, audience imperatives Global Context: Globalisation and Sustainability (commodities & commercialisation, diversity & interconnection) Consideration the globalization and sustainability of the product for the society it is intended to impact. MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv ATL Skills: Communication skills, Self-Management (Reflection) Text: PowerPoint presentation – DYNAMIC LEARNING Building blocks presentation Various printed adverts for the advert anthology Article about what makes slogans likable – www.businessinsider.com/what-makes-slogans-work-2014-6??=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC617u0
Genre: Fiction / Non-Ficiton / Poe # of weeks: 5 Key Concept(s): Perspective Related Concept(s): Style and Self Global Context: Personal and Cult Statement of Inquiny: Self expressi MYP Objectives: Aiv, B, Bil, C, Cii, ATI Skills: Thinking (Critical thinkin Fext: Raymond's Run Hiking the Appalachian Scaredy Camp Kids were being rude to Alexa Travel Blog Go Figure Tippy (Chicken Soup for the P Watch out for your little Sist Poem Repetition Phil Kaye Poem / Mrs. Ribeiro Why I'm Terrified of Visiting N The First Tahksnahky Facing my Fear Assessment Task with criteria: Stu self-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bil, Ci,Cii, Ciii, Di,Diii, Div Title/Theme: Connecting Tales Standards: RL 1,3,4,9,10 - W 4,9- # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiny: Writers use with their own and other's culture. MYP Objectives: Bi, Bil, Bili, Ci, Cii, Text: The Skunk Ladder ATI Skills: Communication skills Self-management- Organization skil Self-management- Organization skil Self-management- Organization skil Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Bii, Ci, Cii, Ciii, Di, Di Title/Theme: Truth Standards: RL 1,3,4,3,1,4,1,4,1,4,1,4,1,4,1,4,1,4,1,4,	ve and Self expression sind Cultural Expression(Language and Linguistic systems) expression of one's perspective maybe crafted by one's style. ii, C.,C.ii, Ciii, Di,Diii, Div II thinking skills), Communication skills on an to Alexa, so Amazon updated it. for the Preteen Soul) ittle Sister Kaye //sitting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. 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Word count 250	Related Concept(s): Context, Genre, Purpose Global Context: Identities and relationships Statement of Inquiry: Myths and legends help in gaining a perspective on human behaviour in a particular of the provided of the particular of the	Related Concept(s): Point of view, self expression, audience imperatives Global Context: Globalisation and Sustainability (commodities & commercialisation, diversity & interconnection) consideration the globalization and sustainability of the product for the society it is intended to impact. 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Statement of Inquiry: Self expressi MYP Objectives: Alw, Bi, Bil, Ci,Cii, ATL Skills: Thinking (Critical thinkin Text: Raymond's Run Hiking the Appalachian Scaredy Camp Kids were being rude to Alexa Travel Blog Go Figure Tippy (Chicken Soup for the P Watch out for your Little Sist Poem Repetition Phil Kaye Poem/ Mrs. Ribiero Why I'm Terrifled of Visiting I' The First Tahksnahky Facing my Fear Assessment Task with criteria: Stuself-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci,Cii, Ciii, Di,Diii, Div Title/Theme: Connecting Tales Standards: Rl. 1,3,4,9,10 - W 4,9 - H of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Bii, Ci, Cii, Ciii, Ci	expression of one's perspective maybe crafted by one's style. ii, Ci,Cii, Ciii, Di,Diii, Div Il thinking skills), Communication skills an to Alexa, so Amazon updated it. for the Preteen Soul) ittle Sister Kaye //siting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales ever 4,9 - S 1,3,5 - L 1,3,5 even and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Statement of Inquiry: Development in the scientific community may stem not only from technical innovation, but also from artistic and creative endeavors. MYP Objectives: Ai,Aii Aiii,Aiv,Bii, Biii, Ci, Dii, Diii, Div, Dv AT. Skilis: Research (Information literacy skills) Text: Light Detectives (Wonders Book p.352) *The Science of Silk (WB. p.338) *Tools of the Explorer's Trade (WB p.366) *Researcher to the Rescue (WBp.410) *Planet Hunter (WB p.394) Something to Write on, Please, The Abacus: Oldest Counting Machine, Satellites Take Acheology to New Heights, Shipwreck Located Below Lake Ontario, Nasa's Robotic Lander, 10 inventions that began life as science fiction *Assessment Task with criteria: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Aj, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference	Statement of Inquiry: Fairness and development are subjective notions that vary based on individuals' and MYP Objectives: Ai, Aii, Aiii, Bi, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv ATL Skills: Communication Text: Human Rights booklet (teacher will provide it to students) •Online resources •Moodle •Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	P Statement of Inquiry: Myths and legends help in gaining a perspective on human behaviour in a particular of the provided o	interconnection) CC Statement of Inquiry: Advertisements blend an artist's unique context and style taking into consideration the globalization and sustainability of the product for the society it is intended to impact. MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Dii, Div, Dv ATI. Skills: Communication skills, Self-Management (Reflection) Text: PowerPoint presentation – DYNAMIC LEARNING Building blocks presentation Various printed adverts for the advert anthology Article about what makes slogans likable – www.businessinsider.com/what-makes-slogans-work-2014-6?r=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC617u0
MYP Objectives: Aiv, Bi, Bii, Ci, Cii, AT. Skills: Thinking [Critical thinkin Text: * Raymond's Run	ii, Ci,Cii, Ciii, Di,Diii, Div il thinking skills), Communication skills an to Alexa, so Amazon updated it. for the Preteen Soul) ittle Sister Kaye //siting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that spective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 er and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	also from artistic and creative endeavors. MYP Objectives: Ai,Aii Aiii,Aiv,Bii, Biii, Ci, Dii, Diii, Div, Dv ATL Skills: Research (Information literacy skills) Text: Light Detectives (Wonders Book p.352) *The Science of Silk (WB. p.338) *Tools of the Explorer's Trade (WB p.366) *Researcher to the Rescue (WBp.410) *Planet Hunter (WB p.394) Something to Write on, Please, The Abacus: Oldest Counting Machine, Satellites Take Acheology to New Heights, Shipwreck Located Below Lake Ontario, Nasa's Robotic Lander, 10 inventions that began life as science fiction *Assessment Task with criteria*: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai,Aii Aiii,Aiv,Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference	MYP Objectives: Ai, Aii, Aiii, Bi, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv ATL Skills: Communication Text: Human Rights booklet (teacher will provide it to students) •Online resources •Moodle •Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	MYP Objectives: Ai, Aii, Aiv, Bi, Bii, Ci, Cii, Ciii, Di, Diii, Div ATL Skills: Social skills (Collaboration), Self-Management (Reflection) Text: PowerPoint presentation — DYNAMIC LEARNING Building blocks presentation Website with myths from around the world — http://teacher.scholastic.com/writewit/mff/myths.htm Reading of Dogzilla book — www.youtube.com/watch?v=A5u96lvVB-g TED-Ed video about the hero's journey — http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler Webpage about heroes, myths and legends — https://quizlet.com/16886/heroes-myths-and-legends-vocabulary-flash-cards/ King Midas video for identifying conventions — https://youtu.be/L2tMUbB2wXY Landscape with the Fall of Icarus story — www.dpcdsb.org/NR/rdonlyres/6FB11B19-A232-46B1-847D- ABA4EF35CAD4/39754/12DaedalusandIcarus.pdf Video about the Greek Gods — https://youtu.be/elCm8W5RZes Matt Kaplan video — http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories — www.bigmyth.com./2_eng_myths.html King Arthur articles — http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video — https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	Statement of Inquiry: Advertisements blend an artist's unique context and style taking into consideration the globalization and sustainability of the product for the society it is intended to impact. MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv ATL Skills: Communication skills, Self-Management (Reflection) Text: PowerPoint presentation – DYNAMIC LEARNING Building blocks presentation Various printed adverts for the advert anthology Article about what makes slogans likable – www.businessinsider.com/what-makes-slogans-work-2014-67r=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC617u0
ATL Skills: Thinking (Critical thinkin Text: • Raymond's Run • Hiking the Appalachian • Scaredy Camp • Kids were being rude to Alexa • Travel Blog • Go Figure • Tippy (Chicken Soup for the P • Watch out for your Little Sist • Poem Repetition Phil Kaye • Poem / Mrs. Ribeiro • Why I'm Terrified of Visiting N • The First Tahksnahky • Facing my Fear • Facing my Fea	to Alexa, so Amazon updated it. for the Preteen Soul) ittle Sister Kaye Visiting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 er and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	MYP Objectives: Ai,Aii Aii,Aiv,Bii, Biii, Ci, Dii, Diii, Div, Dv ATL Skills: Research (Information literacy skills) Text: Light Detectives (Wonders Book p.352) *The Science of Siik (W.B. p.338) *Tools of the Explorer's Trade (W.B. p.366) *Researcher to the Rescue (W.B. p.410) *Planet Hunter (W.B. p.394) Something to Write on, Please, The Abacus: Oldest Counting Machine, Satellites Take Acheology to New Heights, Shipwreck Located Below Lake Ontario, Nasa's Robotic Lander, 10 inventions that began life as science fiction *Assessment Task with criteria*: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference	ATL Skills: Communication Text: Human Rights booklet (teacher will provide it to students) •Online resources •Moodle •Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	ATL Skills: Social skills (Collaboration), Self-Management (Reflection) Text: PowerPoint presentation — DYNAMIC LEARNING Building blocks presentation Website with myths from around the world — http://teacher.scholastic.com/writewit/mff/myths.htm Reading of Dogzilla book — www.youtube.com/watch?v=A5u96lvVB-g TED-Ed video about the hero's journey — http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler Webpage about heroes, myths and legends — https://quizlet.com/16886/heroes-myths-and-legends-vocabulary-flash-cards/ King Midas video for identifying conventions — https://youtu.be/L2tMUbB2wXY Landscape with the Fall of Icarus story — www.dpcdsb.org/NR/rdonlyres/6FB11B19-A232-46B1-847D-ABA4EF35CAD4/39754/12DaedalusandIcarus.pdf Video about the Greek Gods — https://youtu.be/eICm8W5RZes Matt Kaplan video — http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories — www.bigmyth.com./2_eng_myths.html King Arthur articles — http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video — https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	impact. MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv ATL Skills: Communication skills, Self-Management (Reflection) Text: PowerPoint presentation – DYNAMIC LEARNING Building blocks presentation Various printed adverts for the advert anthology Article about what makes slogans likable – www.businessinsider.com/what-makes-slogans-work-2014-6?r=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC617u0
ATL Skills: Thinking (Critical thinkin Text: • Raymond's Run • Hiking the Appalachian • Scaredy Camp • Kids were being rude to Alexa • Travel Blog • Go Figure • Tippy (Chicken Soup for the P • Watch out for your Little Sist • Poem Repetition Phil Kaye • Poem / Mrs. Ribeiro • Why I'm Terrified of Visiting N • The First Tahksnahky • Facing my Fear • Facing my Fea	to Alexa, so Amazon updated it. for the Preteen Soul) ittle Sister Kaye Visiting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 er and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Assessment Task with criteria: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Aii, Aii Aiii, Aiii, Aiii, Aiii, Biii, Ci, Dii, Diii, Div, Dy Title/Theme: People who made a difference	ATL Skills: Communication Text: Human Rights booklet (teacher will provide it to students) •Online resources •Moodle •Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	ATL Skills: Social skills (Collaboration), Self-Management (Reflection) Text: PowerPoint presentation — DYNAMIC LEARNING Building blocks presentation Website with myths from around the world — http://teacher.scholastic.com/writewit/mff/myths.htm Reading of Dogzilla book — www.youtube.com/watch?v=A5u96lvVB-g TED-Ed video about the hero's journey — http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler Webpage about heroes, myths and legends — https://quizlet.com/16886/heroes-myths-and-legends-vocabulary-flash-cards/ King Midas video for identifying conventions — https://youtu.be/L2tMUbB2wXY Landscape with the Fall of Icarus story — www.dpcdsb.org/NR/rdonlyres/6FB11B19-A232-46B1-847D-ABA4EF35CAD4/39754/12DaedalusandIcarus.pdf Video about the Greek Gods — https://youtu.be/eICm8W5RZes Matt Kaplan video — http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories — www.bigmyth.com./2_eng_myths.html King Arthur articles — http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video — https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	ATL Skills: Communication skills, Self-Management (Reflection) Text: PowerPoint presentation — DYNAMIC LEARNING Building blocks presentation Various printed adverts for the advert anthology Article about what makes slogans likable — www.businessinsider.com/what-makes-slogans-work-2014-6?r=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme — www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos — www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie — http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie — www.youtube.com/watch?v=P9-FCC617u0
Grade 6 Fix: * Raymond's Run Hiking the Appalachian Scaredy Camp Kids were being rude to Alexa Travel Blog Go Figure Tippy (Chicken Soup for the P Watch out for your Little Sist Poem Repetition Phil Kaye Poem/ Mrs. Ribeiro * Why firm Terrified of Visiting P The First Tahksnahky Facing my Fear Assessment Task with criteria: Stuself-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, C., Cii, Ciii, Di, Diii, Div Title/Theme: Connecting Tales Standards: Rl. 1,3,4,9,10 - W 4,9-# of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bil, Bil, Ci, Cii, Ciii, Text: B. The Skunk Ladder ATI Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Title/Theme: What is real? Standards: Rl. 3,8,14i, Aii, Aii, Aii, Aii, Aii, Aii, Aii, A	to Alexa, so Amazon updated it. for the Preteen Soul) ittle Sister Kaye //isiting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 er and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Text: Light Detectives (Wonders Book p.352) •The Science of Silk (WB. p.338) •Tools of the Explorer's Trade (WB p.366) •Researcher to the Rescue (WBp.410) •Planet Hunter (WB p.394) Something to Write on, Please, The Abacus: Oldest Counting Machine, Satellites Take Acheology to New Heights, Shipwreck Located Below Lake Ontario, Nasa's Robotic Lander, 10 inventions that began life as science fiction **Assessment Task with criteria*: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai,Aii Aiii,Aiv,Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference	Text: Human Rights booklet (teacher will provide it to students) Online resources Moodle Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	Text: PowerPoint presentation – DYNAMIC LEARNING Building blocks presentation Website with myths from around the world – http://teacher.scholastic.com/writewit/mff/myths.htm Reading of Dogzilla book – www.youtube.com/watch?v=A5u96lvVB-g TED-Ed video about the hero's journey – http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler Webpage about heroes, myths and legends – https://quizlet.com/16886/heroes-myths-and-legends-vocabulary-flash-cards/ King Midas video for identifying conventions – https://youtu.be/L2tMUbB2wXY Landscape with the Fall of Icarus story – www.dpcdsb.org/NR/rdonlyres/6FB11B19-A232-46B1-847D-ABA4EF35CAD4/39754/12DaedalusandIcarus.pdf Video about the Greek Gods – https://youtu.be/eICm8W5RZes Matt Kaplan video – http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories – www.bigmyth.com./2_eng_myths.html King Arthur articles – http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	Text: PowerPoint presentation – DYNAMIC LEARNING Building blocks presentation Various printed adverts for the advert anthology Article about what makes slogans likable – www.businessinsider.com/what-makes-slogans-work-2014-6?r=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC617u0
Grade 6 Scaredy Camp Kids were being rude to Alexa Travel Blog Go Figure Tippy (Chicken Soup for the P Watch out for your Little Sist Poem Repetition Phil Kaye Poem / Mrs. Ribeiro Why I'm Terrified of Visiting N The First Tahksnahky Facing my Fear Assessment Task with criteria: Stuself-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, C., Cii, Ciii, Di, Diii, Div Title/Theme: Connecting Tales Standads: Rl. 1,3,4,9,10 · W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Bii, C., Cii, Ciii, Ciiii, Ciii, Ciiii, Ciiii, Ciii, Ciiii, Ciiii, Ciiii, Ciiii, Ciiii, Ciiiiiii, Ciiiiii, Ciiiiii	to Alexa, so Amazon updated it. for the Preteen Soul) ittle Sister Kaye //siting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales - W 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	•Tools of the Explorer's Trade (WB p.366) •Researcher to the Rescue (WBp.410) •Planet Hunter (WB p.394) Something to Write on, Please, The Abacus: Oldest Counting Machine, Satellites Take Acheology to New Heights, Shipwreck Located Below Lake Ontario, Nasa's Robotic Lander, 10 inventions that began life as science fiction **Assessment Task with criteria*: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. **Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv **Title/Theme: People who made a difference**	•Moodle •Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	Reading of Dogzilla book – www.youtube.com/watch?v=A5u96lvVB-g TED-Ed video about the hero's journey – http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler Webpage about heroes, myths and legends – https://quizlet.com/16886/heroes-myths-and-legends- vocabulary-flash-cards/ King Midas video for identifying conventions – https://youtu.be/L2tMUbB2wXY Landscape with the Fall of lcarus story – www.dpcdsb.org/NR/rdonlyres/6FB11B19-A232-46B1-847D- ABA4EF35CAD4/39754/12Daedalusandlcarus.pdf Video about the Greek Gods – https://youtu.be/eJCm8W5RZes Matt Kaplan video – http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories – www.bigmyth.com./2_eng_myths.html King Arthur articles – http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	Article about what makes slogans likable – www.businessinsider.com/what-makes-slogans-work-2014-6?r=US&IR=T Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC6I7u0
Grade 6 Travel Blog Go Figure Tippy (Chicken Soup for the P Watch out for your Little Sist Poem Repetition Phill Kaye Poem/ Mrs. Ribbeiro Why I'm Terrified of Visiting N The First Tahksnahky Facing my Fear Assessment Task with criteria: Stuself-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Cl,Cii, Ciii, Di,Diii, Div Title/Theme: Connecting Tales Standards: Rt 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Bii, Cl, Cli, Text: B The Skunk Ladder ATL Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Transfer skills Grade 7 Assessment Task with criteria: Condents to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Di # of weeks: 5 Key Concept(s): connections Related Concept(s): setting and cred Global Context: Identities and rela Statement of Inquiry: Authors ofte to world connections. MYP Objectives: Ai, Aii, Aiii, Aiii, Aiv; Bi, Ci Text: Amigo Brothers, ATL Skills: Communication, Creativ Assessment Task with criteria: Stu given text through using a Venn dia Criteria: Ri-1, Aii, Aiii, Aiiv; Bi, Cii, Ciii, Di, Di Title/Theme: Truth Standards: Ri-12, (5,6,8, W:1,1,1,4,1, Content: Informational text and file Criteria: Ai, Aii, Aiii, Aiiv; Bi, Cii, Ciii, Di, Di # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and devel Statement of Inquiry: A purpose ful # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and devel Statement of Inquiry: A purpose ful # of weeks: 5 weeks # of weeks: 5 weeks # Ney Concept(s): Purpose and devel Statement of Inquiry: A purposeful # of weeks: 5 weeks # Ney Concept(s): Purpose and devel Statement of Inquiry: A purposeful	for the Preteen Soul) ittle Sister Kaye Visiting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	*Planet Hunter (WB p.394) Something to Write on, Please, The Abacus: Oldest Counting Machine, Satellites Take Acheology to New Heights, Shipwreck Located Below Lake Ontario, Nasa's Robotic Lander, 10 inventions that began life as science fiction Assessment Task with criteria: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference	•Raz kids •Raz kids Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	Webpage about heroes, myths and legends – https://quizlet.com/16886/heroes-myths-and-legends-vocabulary-flash-cards/ King Midas video for identifying conventions – https://youtu.be/L2tMUbB2wXY Landscape with the Fall of Icarus story – www.dpcdsb.org/NR/rdonlyres/6FB11B19-A232-46B1-847D-ABA4EF35CAD4/39754/12DaedalusandIcarus.pdf Video about the Greek Gods – https://youtu.be/eJCm8W5RZes Matt Kaplan video – http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories – www.bigmyth.com./2_eng_myths.html King Arthur articles – http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	Site about people and companies featured in 'The Merchants of Cool' programme – www.pbs.org/wgbh/pages/frontline/shows/cool/tour/ Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC6I7u0
Tippy (Chicken Soup for the P Watch out for your Little Sist Poem Repetition Phil Kaye Poem / Mrs. Ribeiro Why I'm Terrified of Visiting N The First Tahksnahky Facing my Fear Assessment Task with criteria: Stuself-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci, Cii, Ciii, Di, Diii, Div Title/Theme: Connecting Tales Standards: RL 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Bii, Ci, Cli, Cii, Cii, Tax: The Skunk Ladder ATI Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Bii, Ci, Cii, Ciii, Di, Di Title/Theme: What is real? Statement of Inquiry: Authors ofte to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv,Bi,Ci Text: Amigo Brothers, ATI Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn die Criteria: Ai,Aii,Aiii,Aiv,Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Ri:1,2,5,6,8, W:1,1,A,1 Content: Poetry (Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn die Criteria: Ai,Aii,Aii,Aiv,Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Ri-Ba,Cii, Ciii,Di,D Title/Theme: Truth Standards: Seeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Purpose and of Global Context: Fairness and devel Statement of Inquiry: A purposefur Absolutely!", "Somali Communitation Related Concept(s): Purpose and of Global Context: Fairness and devel Statement of Inquiry: A purposefur Absolutely!", "Somali Communities Assessment Task with criteria: With the Contents of Cont	ittle Sister Kaye Visiting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Assessment Task with criteria: Students will work on a performance task. They research and analyze a scientific discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice(Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv	Assessment Task with criteria: Students use persuasive writing essay skills to write a law. Word count 250	King Midas video for identifying conventions – https://youtu.be/L2tMUbB2wXY Landscape with the Fall of Icarus story – www.dpcdsb.org/NR/rdonlyres/6FB11B19-A232-46B1-847D-ABA4EF35CAD4/39754/12DaedalusandIcarus.pdf Video about the Greek Gods – https://youtu.be/eJCm8W5RZes Matt Kaplan video – http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories – www.bigmyth.com./2_eng_myths.html King Arthur articles – http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	Video about Aristotle's ethos, pathos and logos – www.readwritethink.org/videos/rhetoric/video-61.html Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC6I7u0
Poem Repetition Phil Kaye Poem / Mrs. Ribeiro Why I'm Terrife of Visiting N The First Tahksnahky Facing my Fear Assessment Task with criteria: Stu self-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci, Cii, Ciii, Di, Diii, Div Title/Theme: Connecting Tales Standards: RL 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiny: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Bii, Ci, Cii, Text: ■ The Skunk Ladder ATL Skills: Communication skills Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to: background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Di Text: ■ Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stu given text through using a Venn dia Criteria: Ai, Aii, Aii, Aii, Aii, Aii, Aii, Aii,	Visiting My Dream Destinations Peria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. Indicate the destination of the personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. Criteria: Ai the style of the personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a the style of the st	discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice (Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference		ABA4EF35CAD4/39754/12DaedalusandIcarus.pdf Video about the Greek Gods – https://youtu.be/eJCm8W5RZes Matt Kaplan video – http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories – www.bigmyth.com./2_eng_myths.html King Arthur articles – http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	Article about the Minions movie – http://tweentribune.com/article/tween56/chuckles-and-squeaks-minions/ Advertisement for the Minions movie – www.youtube.com/watch?v=P9-FCC6I7u0
- Why I'm Terrified of Visiting N - The First Tahksnahky - Facing my Fear Assessment Task with criteria: Stu self-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci, Cii, Ciii, Di, Diii, Div Title/Theme: Connecting Tales Standards: Rt 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept[s]: Culture Related Concept[s]: Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Bii, Ci, Cii, Text: □ The Skunk Ladder ATI Skills: Communication skills Self-management- Organization skill Self-management- Organization skills Transfer skills Grade 7 Title/Theme: What is real? Standards: Rt.B34R12-4-7, W 3-4-1 Content: Informational text and fice the self-management of Inquiry: Authors offect to world connections. # of weeks: 5 Key Concept[s]: setting and che Global Context: Identities and rela Statement of Inquiry: Authors offect to world connections. MYP Objectives: Aj,Aij,Aiij,Aiij,Aiv;Bi,Ci,Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stu given text through using a Venn die Criteria: Aj,Aii,Aii,Aii,Aiv;Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Ri:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jt. # of weeks: 5 weeks Key Concept[s]: Communication Related Concept[s]: Purpose and even Statement of Inquiry: A purposefur for Memory of the MyP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management Organ Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: Will Assessment Task with cri	visiting My Dream Destinations eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales ales ales and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice (Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference		Matt Kaplan video – http://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan Map of creation stories – www.bigmyth.com./2_eng_myths.html King Arthur articles – http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	
Assessment Task with criteria: Stuself-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci,Cii, Ciii, Di,Diii, Div Title/Theme: Connecting Tales Standards: Rt 1,34,9,10 - W 4,9 - # 0f weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MyP Objectives: Bi, Bii, Bii, Ci, Cii, Text: □ The Skunk Ladder ATI Skills: Communication skills Self-management- Organization skil Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Bii, Ci, Cii, Ciii, Di, Di Standards: RL834Rl 2-4-7, W 3-4-5 Content: Informational text and file for weeks: 5 Key Concept(s): setting and cf Global Context: Identities and rela Statement of Inquiry: Authors ofte to world connections. MYP Objectives: Ai,Aii,Aiii,Aii,Aiv,Bi,Ci, Ciii,Di,D Di Title/Theme: Truth Standards: Rl:1,2,5,6,8 W:1,1,A,1 Content: Poetry (Communication; Creative Assessment Task with criteria: Riyeven text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv,Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Rl:1,2,5,6,8 W:1,1,A,1 Content: Poetry (Communication Related Concept(s): Purpose and a Global Context: Fairness and development of Inquiry: A purposefur fext: "Communication Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: William Communication Related Concept(s): Purpose and Colobal Context: Fairness and development of Inquiry: A purposefur fext: "Communication Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: William Communication Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: William Assessment Task with criter	eria: Students write a personal narrative on the chosen prompt to exemplify the SOI that respective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai fales EW 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice (Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference		King Arthur articles – http://www.history.co.uk/topics/article/real-king-Arthur Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	
Assessment Task with criteria: Stu self-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci, Cii, Ciii, Di, Diii, Div Title/Theme: Connecting Tales Standards: Rt 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept[s]: Culture Related Concept[s]: Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Bii, Ci, Cii, Ciix. Text: B The Skunk Ladder ATL Skills: Communication skills Self-management-Organization skil Creative thinking skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Bii, Ci, Cii, Ciii, Di, Di Merchin Content: Informational text and fine the first self-standards: RL834Rl 2-4-7, W 3-4-1 Content: Informational text and fine fill self-self-self-self-self-self-self-self-	rspective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice (Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference		Rick Riordan video – https://youtu.be/itcTiQEVIo0 Assessment Task with criteria: Summative 1:	
self-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci,Cii, Ciii, Di,Diii, Div Title/Theme: Connecting Tales Standards: RL 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Biii, Ci, Cii,Cii, Text: The Skunk Ladder ATI. Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di Title/Theme: What is real? Standards: RL834R12-4-7, W 3-4-1 Content: Informational text and find the self-self-self-self-self-self-self-self-	rspective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice (Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference		Summative 1:	
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self-expression of ones' perspective given informational text with those Number of words 250 words. Bi, Bii, Ci,Cii, Ciii, Di,Diii, Div Title/Theme: Connecting Tales Standards: RL 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Biii, Ci, Cii,Cii, Text: The Skunk Ladder ATI. Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di Title/Theme: What is real? Standards: RL834R12-4-7, W 3-4-1 Content: Informational text and find the self-self-self-self-self-self-self-self-	rspective may crafted by one's style and will also compare and contrast the features of a th those of their own personal narrative. ds. Criteria: Ai ales W 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	discovery and explain the impact it had on the society. Students demonstrate understanding of the task through any medium of their choice (Powerpoint, Prezi, Powtoon, Imovie, brochure, poster, trifold etc.) Students research to compare and contrast before and after of an invention. Criteria: Ai, Aii Aiii, Aiv, Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference		Summative 1:	Assessment Teach with suitaving
Title/Theme: Connecting Tales Standards: Rl. 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Biii, Ci, Cii,Cii,Text: The Skunk Ladder ATI Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background settling, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di # of weeks: 5 Key Concepts(s): setting and ch Global Context: Identities and rela Statement of Inquiry: Authors ofte to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Cii Text: Amigo Brothers, ATI Skills: Communication; Creativ Assessment Task with criteria: Stu given text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Rl:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and develop Statement of Inquiry: A purposefu MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATI Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Wi Assessment Task with criteria: Wi	ds. Criteria: Ai Fales W 4,9 - S 1,3,5 - L 1,3,5 e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	compare and contrast before and after of an invention. Ai,Aii Aiii,Aiv,Bii, Biii, Ci, Dii, Diii, Div, Dv Title/Theme: People who made a difference		Students analyze a mythical and/or legendary story, and compare & contrast key elements of both text	Assessment Task with criteria: 1. Students analyse an advert, to identify the point of view and evaluate the techniques the producer
Bi, Bii, Ci,Cii, Ciii, Di,Diii, Div Title/Theme: Connecting Tales Standards: Rl 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Coneext(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Biii, Ci, Cii,Cii Text: M The Skunk Ladder ATI. Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di # of weeks: 5 Key Concept(s): connections Related Concept(s): setting and che Global Context: Identities and related Statement of Inquiry: Authors offer to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Ci Text: Amigo Brothers, ATI. Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Ditandards: Ri:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Juteria: Ai,Aii,Aii,Aii,Aii,Aiv;Bi,Cii,Ciii,Di,Ditandards: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Juteria: Ai,Aii,Aiii,Aiii,Aiii,Aiii,Aiii,Aiii,A	Fales Fales FW 4,9 - S 1,3,5 - L 1,3,5 E and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Title/Theme: People who made a difference		types.	uses to influence the target audience. 2. Students will present to the class (using venn diagrams/visual aids) to compare and contrast two
Standards: RL 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bil, Bili, Ci, Cii, Text: M The Skunk Ladder ATI Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di # of weeks: 5 Key Concept(s): setting and che Global Context: Identities and relastatement of Inquiry: Authors ofted to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Ci Text: Amigo Brothers, ATI. Skills: Communication; Creative Assessment Task with criteria: Studenteria: Studenteria: Studenteria: Standards: Rl:1,2,5,6,8, W:1,1.A,1 Content: Poetry (Communication; Creative Assessment Task with criteria: Students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aii,Aiv;Bi,Cii,Ciii,Di,D Content: Poetry (Communication Americas: This article's lexile score students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D Content: Poetry (Communication Americas: This article's lexile score students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D Content: Poetry (Communication Americas: This article's lexile score students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D Content: Poetry (Communication Americas: This article's lexile score students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Di,D Content: Poetry (Communication Americas: This article's lexile score students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aii,Aiv;Bi,Cii,Ciii,Di,Di,D Content: Poetry (Communication Americas: This article's lexile score students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aii,Aiv;Bi,Cii,Ciii,Di,Di,D Content: Poetry (Communication Americas: This article's lexile score students?) - Speeches	e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.				adverts of the same product; past and present to see the difference in advertising over time. Criteria: Ai, Aii, Aii, Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Diii, Div, Dv
Standards: RL 1,3,4,9,10 - W 4,9 - # of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bil, Bill, Ci, Cii, Text: Bi The Skunk Ladder ATI. Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Bili, Ci, Cii,Ciii, Di, Di # of weeks: 5 Key Concept(s): setting and che Global Context: Identities and relase Statement of Inquiry: Authors ofted to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Ci Text: Amigo Brothers, ATI. Skills: Communication; Creative Assessment Task with criteria: Studientes: This article's lexile score students?) - Speeches (Speech by Julia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D. # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and concept(s	e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.			Students to create a storyboard consisting of a mythical or legendary character Criteria: Ai, Aii, Aiv, Bi, Bii, Ci, Cii, Ciii, Di, Diii, Div	
# of weeks: 5 Key Concept(s): Culture Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Biii, Ci, Cii, Text: The Skunk Ladder ATI. Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di # of weeks: 5 Key Concept(s): connections Related Concept(s): setting and che Global Context: Identities and related Concept(s): setting and che Global Context: Identities and related Concept(s): setting and che Global Context: Anigo Brothers, ATI. Skills: Communication; Creative Assessment Task with criteria: Stu given text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D. Title/Theme: Truth Standards: Ri:1,2,5,6,8, W:1,1.A,1. Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jute of Weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and che Global Context: Fairness and development of Inquiry: A purposefurate of Inquiry: A purposefurate: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: With criteria: With criteria: With criteria: With Communities and Communication and Communication and Communicati	e and Self-Expression and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Standards: RI 1 4 6 7 9 - W 1 2 8 - SI 1 2 3 5 6	Title/Theme: Do advertisements run the world?	Title/Theme: Appreciation of aesthetics	Title/Theme: How do we reflect our communities?
Related Concept(s): Genre and Sel Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bil, Bili, Ci, Cij, Cij, Cij, Cij, Cij, Cij, Cij	and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	# of weeks: 5 weeks	Standards: RI.7.1,3,5,6/W.7.1(a,b,c,d,e)/SL.7.1,2,3,4,5,6 # of weeks: 5	Standards: RI 2,3,5,8,10 - W 1,3,5,8 - SL 1,3,4,5,6 # of weeks: 8	Standards: RL 2,5,6,7,8 - W 5,7,10 - S 2,4,6 - L 2,4,6 # of weeks: 8
Global Context: Personal and Cult Statement of Inquiry: Writers use with their own and other's culture. MYP Objectives: Bi, Bii, Biii, Ci, Cii, Text: Text: The Skunk Ladder ATL Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Grade 7 Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Di # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and che Global Context: Identities and related Concept(s): setting and che Global Context: Identities and related Concept(s): and concept to world connections. MYP Objectives: Ai, Aii, Aiii, Aiii, Aiv; Bi, Cii Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: Ai, Aii, Aiii, Aiv; Bi, Cii, Ciii, Di, D Title/Theme: Truth Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Julia Mry Pobjectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: With Communication of Inquiry: A purposefurext: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: With criteria: With criteria: With Communication of Inquiry: Assessment Task with criteria: With Communi	and Cultural Expression ters use different genres to create self-expression that helps them in making connections culture.	Key Concept(s): Perspective Related Concept(s): Purpose, Point of View	Key Concept(s): communication Related Concept(s): audience imperatives, purpose	Key Concept(s): Connections	Key Concept(s): Identities Related Concept(s): Theme, character
with their own and other's culture. MYP Objectives: Bi, Bii, Biii, Ci, Cii, Text: The Skunk Ladder ATL Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Di # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and che Global Context: Identities and related Statement of Inquiry: Authors ofte to world connections. MYP Objectives: Ai, Aii, Aiii, Aiv; Bi, Cii, Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: Ai, Aii, Aiii, Aiv; Bi, Cii, Ciii, Di, Di Title/Theme: Truth Standards: Ri:1, 2, 5, 6, 8. W:1, 1. A, 1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Julia) and the selection of	culture.	Global Context: Identity and relationships Statement of Inquiry: Identities shape individuals' perspectives and their relationships with the world.	Global Context: Globalization and Sustainability	Global Context: personal and cultural expression	Global Context: identities and relationships
MYP Objectives: Bi, Bii, Biii, Ci, Cii, Text: □ The Skunk Ladder ATL Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di # of weeks: 5 Key Concept(s): connections Related Concept(s): setting and che Global Context: Identities and rela Statement of Inquiry: Authors ofted to world connections. MYP Objectives: Ai,Aii,Aiii,Aiii,Aiv;Bi,Ci Text: • Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Ri:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jule of Weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposefu Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: With criteria		statement of inquity. Identities shape individuals perspectives and their relationships with the world.	ideas and influence audiences on a global scale.	personal and cultural ideals	Statement of Inquiry: A critical analysis of a literary text requires the reader to consider the influence of a character's identity.
ATL Skills: Communication skills Self-management- Organization ski Creative thinking skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Transfer skills Assessment Task with criteria: Co and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Di # of weeks: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Di # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and che Global Context: Identities and rela Statement of Inquiry: Authors offer to world connections. MYP Objectives: Ai, Aii, Aiii, Aiii, Aiv; Bi, Cii Text: Amigo Brothers, ATL Skills: Communication; Creativ Assessment Task with criteria: Stu given text through using a Venn dia Criteria: Ai, Aii, Aiii, Aiv; Bi, Cii, Ciii, Di, D Title/Theme: Truth Standards: Ri:1, 2, 5, 6, 8. W:1, 1.A, 1. Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and collidard Context: Fairness and devel Statement of Inquiry: A purposefu Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Wi		MYP Objectives: Ai,Aii, Aiii,Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Diii, Div, Text: Fiction and Non-Fiction	MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Biii, Ci, Cii, Di, Diii, DV Text: Non-fiction	MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Dii, Diii, Div, Dv	MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Dii, Diii, Div, Dv Text: Among the Hidden, Treasure Island, Tom sawyer,
Grade 7 Title/Theme: What is real? Standards: RL.834Rl 2-4-7, W 3-4-5 Content: Informational text and file # of weeks: 5 Key Concepts[s]: connections Related Concept[s]: setting and che to world connections. MYP Objectives: Ai, Aii, Aii, Aii, Aii, Di, Di given text through using a Venn die Criteria: Ai, Aii, Aii, Aii, Aii, Aii, Di, Di given text through using a Venn die Criteria: Ai, Aii, Aii, Aii, Aii, Di, Di given text through using a Venn die Criteria: Ai, Aii, Aii, Aii, Aii, Di, Di Criteria: Ai, Aii, Aii, Aii; Aii; Di, Di Criteria: Ai, Aii, Aii; Aii; Aii; Aii; Aii; Aii;	skills	ATL Skills: Research(Information litracy skills), Organization	ATL Skills: Media literacy skills, Communication skills, Creative-thinking skills, Critical-thinking skills, Information literacy skills.		ATL Skills: Critical thinking skills, Communication skills
Title/Theme: What is real? Standards: RL.834Rl 2-4-7, W 3-4-5 Content: Informational text and file # of weeks: 5 Key Concepts(s): connections Related Context: Identities and rela Statement of Inquiry: Authors ofte to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Rl:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jule 1) - Speeches (Speech by Jule 2) - Speeches (Speech by Jule					
and show how he/she connects to background setting, pictures relate Criteria: Bi, Bii, Biii, Ci, Cii,Ciii, Di, Di **Title/Theme:** What is real?** **Standards:** RL.834Rl 2-4-7, W 3-4-5.** **Content:** Informational text and file it informational text and file it informational text and file it informational text and related Concept(s):* setting and checked Concept(s):* Authors offer to world connections. **MYP Objectives:** Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Ditext:* Amigo Brothers, **ATL Skills:* Communication; Creative Assessment Task with criteria:* Studies score students:* Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Ditext:* Poetry (Communication, Americas:* This article's lexile score students?) - Speeches (Speech by Juliana Content:* Poetry (Communication, Related Concept(s):* Communication Related Concept(s):* Purpose and Colobal Context:* Fairness and development of Inquiry:* A purposefure Grade 9D/M **MYP Objectives:* Aii, Bi, Bii, Cii, Ciii, ATL Skills:* Self-management (Organ Text:* "Communication" Poem, "The Absolutely!", "Somali Communities* **Assessment Task with criteria:* With Communication and Communities* **Assessment Task with criteria:* With Communication and Communities* **Assessment Task with criteria:* With Communication and Communication and Communities* **Assessment Task with criteria:* With Communication and Communication	eria: Complete the given fictional narrative story by adding a character from your culture	Assessment Task with criteria: Summative Assessment: Choose one person fron your surroundings who impacted	Assessment Task with criteria: Create an advertisement with all persuasive techniques to promote a	Assessment Task with criteria: 1 - Students will compose a four stanza poem using one of the styles	Assessment Task with criteria: Task – 1 From the perspective of chosen character create an account
Title/Theme: What is real? Standards: RL.834RI 2-4-7, W 3-4-5 Content: Informational text and file # of weeks: 5 Key Concepts(s): setting and checked Concept(s): Ali,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Ding Content: Assessment Task with criteria: Ali,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Ding Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Juliana Content: Poetry (Communication Related Concept(s): Purpose and checked Concept(s): Purpo	nects to the other culture. Use your device to make your story more attractive by adding	you and write a biography about the same person using the researched data.	product, service or an idea, and present it in any of the following forms (Poster, power point, video, I movie	learned in class (e.g. Haiku, Lune, African Praise Poetry, and Patya Vat, Nabati poetry). The poem should	on an Instagram, using the graphic organizer from the C.F.A. Task - 2 In groups students will create a
Standards: RL.834RI 2-4-7, W 3-4-4 Content: Informational text and fix # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and che Global Context: Identities and rela Statement of Inquiry: Authors offer to world connections. MYP Objectives: AI,AII,AIII,AIII,AIV;BI,CII Text: • Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: AI,AII,AIII,AIV;BI,CII,CIII,DI,DI Title/Theme: Truth Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and concept(s): Purpose		Criteria: Ai,Aii, Aiii,Aiv, Bi, Bii, Biii, Cii, Ciii, Di, Dii, Div,	etc. Criteria: Ai, Aii, Aiii, Aiv, Bi, Biii, Ci, Cii, Di, Diii, DV	audience. Students will answer analytical questions about their poems. Summative 2: Read the given story	
Standards: RL.834RI 2-4-7, W 3-4-5 Content: Informational text and fix # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and chell Global Context: Identities and related Statement of Inquiry: Authors offer to world connections. MYP Objectives: Ai,Aii,Aiii,Aiii,Aiv;Bi,Ci Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn diate Criteria: Ai,Aii,Aiii,Aiii,Aiv;Bi,Cii,Ciii,Di,Di Title/Theme: Truth Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jule # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and Global Context: Fairness and development of Inquiry: A purposefue Statement of Inquiry: A purposefue Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Windows Assessment Task wit				Answer analytical questions and write a letter to the author. The letter should consist at least four paragraphs.	 The students' initial thoughts about the novel and how they changed (or didn't) over time A discussion of key elements from the novel such as:
Standards: RL.834RI 2-4-7, W 3-4-5 Content: Informational text and fix # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and check Global Context: Identities and related Statement of Inquiry: Authors offer to world connections. MYP Objectives: Ai,Aii,Aiii,Aiii,Aiv;Bi,Cii Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn diate Criteria: Ai,Aii,Aiii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diconteria: Ai,Aii,Aiii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diconteria: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Julian Standards: Standards: Ri:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication Related Concept(s): Communication Related Concept(s): Purpose and Global Context: Fairness and development of Inquiry: A purposefus Statement of Inquiry: A purposefus Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Windows A				Paragraph 1: Tell the author about yourself. Paragraph 2: Tell the author about the novel you read.	CharactersQuotes and expressions.
Standards: RL.834RI 2-4-7, W 3-4-4 Content: Informational text and fix # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and che Global Context: Identities and rela Statement of Inquiry: Authors offer to world connections. MYP Objectives: AI,AII,AIII,AIII,AIV;BI,CII Text: • Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: AI,AII,AIII,AIV;BI,CII,CIII,DI,DI Title/Theme: Truth Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and concept(s): Purpose				Paragraph 3: Tell about some of your wishes and feelings about the novel. Paragraph 4: Ask some WHY questions about the novel.	 Theme and Symbolism Conflict and setting
Standards: RL.834RI 2-4-7, W 3-4-4 Content: Informational text and fix # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and che Global Context: Identities and rela Statement of Inquiry: Authors offer to world connections. MYP Objectives: AI,AII,AIII,AIII,AIV;BI,CII Text: • Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: AI,AII,AIII,AIV;BI,CII,CIII,DI,DI Title/Theme: Truth Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and concept(s): Purpose				Criteria: Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Dii, Diii, Div, Dv	Plot Criteria:Ai, Aii, Aiii, Aiv, Bi, Biii, Ci, Cii, Ciii, Dii, Diii, Div, Dv
Standards: RL.834RI 2-4-7, W 3-4-5 Content: Informational text and fix # of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and chell Global Context: Identities and related Statement of Inquiry: Authors offer to world connections. MYP Objectives: Ai,Aii,Aiii,Aiii,Aiv;Bi,Ci Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn diate Criteria: Ai,Aii,Aiii,Aiii,Aiv;Bi,Cii,Ciii,Di,Di Title/Theme: Truth Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jule # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and Global Context: Fairness and development of Inquiry: A purposefue Statement of Inquiry: A purposefue Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Windows Assessment Task wit					Criteria.Ai, Aii, Aiii, Aiv, bi, bii, biii, Ci, Cii, Ciii, Dii, Diii, Div, Dv
# of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and checked Context: Identities and related Context: Identities and related Connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Ci Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn diateria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: This article's lexile score students?) - Speeches (Speech by Juliana Americas: Ai, Bi, Bi, Cii, Ciii, Ai, Cii, Ai,	?	Title/Theme: Who was Shakespeare?	Title/Theme: Can Different Perspectives change the world?	Title/Theme: Title/ How does people's behavior reflect their identites?	Title/Theme: How can media spread awareness ?
# of weeks: 5 Key Concepts(s): connections Related Concept(s): setting and che Global Context: Identities and rela Statement of Inquiry: Authors offer to world connections. MYP Objectives: Ai,Aii,Aiii,Aiii,Aiv;Bi,Cii Text: • Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,D Title/Theme: Truth Standards: Rl:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and checks Global Context: Fairness and development of Inquiry: A purposefu MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: With Criteria: With Assessment Task with Criteria:		Standards: RL 1-2-3-4-6-7-9-10 Content: Plays, Poems, Informational texts	Standards: RL 1-4-5 Content: Online Debates, Speeches, Informational Texts	Standards: "Standards: RL 1->10 Content: Poetic Structure, Literary Analysis	Standards: RL 1,3,4,9,10 - W 3,4,6,9 - S 1,3,5 - L 1,3,5 Content: visual and written texts
Related Concept(s): setting and check Global Context: Identities and related Statement of Inquiry: Authors offer to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Cii Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn diate Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Dick Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jule 4 of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and communication Related Concept(s): Purpose and Global Context: Fairness and development of Inquiry: A purposefue Statement of Inquiry: A purposefue Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: Will Assessment Task					
Global Context: Identities and related to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Ci Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Stugiven text through using a Venn diate Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Diteria: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Julier of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposefue Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: William Statement Task with crite	ons	# of weeks: 5 Key Concept(s): Connections	# of weeks: 5 Key Concept(s): Perspective	7	# of weeks: 7 Key Concept(s): Communication
Grade 8 Statement of Inquiry: Authors ofter to world connections. MYP Objectives: Ai,Aii,Aiii,Aiv;Bi,Cii Text: Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Studgiven text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Did Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Did Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Did Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Did Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Did Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Did Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Jule Content: Poetry) - Speec		Related Concept(s): Genre / Audience imperatives / Style Global Context: Orientation in space and time	Related Concept (s): Point of view, Purpose Global Context: Fairness and Development	Related Concept(s): character & theme Global Context: Identities and relationships	Related Concept(s): Audience imperatives; Purpose; Genre Global Context: Personal and cultural expression
MYP Objectives: Ai, Aii, Aiii, Aiv; Bi, Ci Text: • Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Studies of the standards: Ri:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by July 1) - Speeches (Speech by July 1) - Speeches (Speech by July 1) - Statement of Inquiry: A purposeful Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: Will Assessment Task with cr	<u>'</u>	ct- Statement of Inquiry: Great authors can make connections with audiences across the world for centuries demonstrating the power of literature to transcend space and time.	Statement of Inquiry: Fairness and development can be improved around the world as long as people consider the perspectives of others while sharing their point of view.	Statement of Inquiry: Characters communicate their beliefs, relationships and values to teach us a lesson	Statement of Inquiry: Social media and film are powerful tools which allow citizens to communicate their personal and cultural ideals to the world and affect change.
Text: • Amigo Brothers, ATL Skills: Communication; Creative Assessment Task with criteria: Studies of the standards: Ai, Aii, Aiii, Aiv; Bi, Cii, Ciii, Di, Di, Di, Di, Di, Di, Di, Di, Di,	Aiv:Bi.Cii.Ciii.Di.Dii.Diii.Div	MYP Objectives: Ai, Aii, Aiii, Aiv; Bi, Bii; Biii Cii, Ciii, Di, Dii, Diii, Div, Dv	MYP Objectives: Aiii, Bii, Biii; Ci, Cii; Di, Diii, Div, Dv		MYP Objectives: Ai, ii, iii, iv, Bi,ii,iii, Ci, ii, iii, Di,ii,iii,iv
Assessment Task with criteria: Sturgiven text through using a Venn dia Criteria: Ai,Aii,Aiii,Aiv;Bi,Cii,Ciii,Di,Di,Di,Di,Di,Di,Di,Di,Di,Di,Di,Di,	s,	Text: The Merchant of Venice, King Lear, All Summer in a Day ATL Skills: Communication , Critical Thinking, Research	Text: Online Debates, Speeches, Informational Texts ATL Skills: Thinking, Research, Communication	Text: A Tale of Two Cities, Anne of Green Gables, and Where the Mountain Meets the Moon	Text: visual and written texts ATL Skills: Communication, Affective Skills, Thinking skills; Social skills
Title/Theme: Truth Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development Statement of Inquiry: A purposefu MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: With	eria: Students will write a realistic fiction story and compare and contrast their story to the	Assessment Task with criteria: Summative 1: Analyze a sonnet. Summative 2: Students will answer short essay	Assessment Task with criteria: Students will write an argumentative essay to be use for a debate.	Assessment Task with criteria: Students will create a creative response base on a theme with	Assessment Task with criteria: Students will create a documentary Criteria:
Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposefu MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: With	Venn diagram and answer some given questions. ,Ciii,Di,Dii,Diii,Div	questions analyzing the characters, theme and setting of a play. Criteria: Ai, Aii, Aiii, Aiv; Bi, Bii; Biii Cii, Ciii, Di, Dii, Diii, Div, Dv	Criteria: Aiii, Bii,Biii;Ci,Cii, Ciii; Di, Diii, Div, Dv	justification and they will write a literary essay. Bi,ii,iii; Ci, ii, iii; Di,ii,iii,iv Criteria: Ai, Aii, Aiii; Bi,ii,iii; Ci, ii, iii; Di,ii,iii,iv	Ai, ii, iii, iv, Bi,ii,iii, Ci, ii, iii, Di,ii,iii,iv
Standards: RI:1,2,5,6,8. W:1,1.A,1 Content: Poetry (Communication, Americas: This article's lexile score students?) - Speeches (Speech by Ju # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposefu MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: With					
# of weeks: 5 weeks # of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposefu MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: With the Statement of Inquiry: With the Statement of Inquiry: A purposeful Text: "Communication" Poem, "The Absolutely!", "Somali Communities Inquiry: Assessment Task with criteria: With Inquiry: With	/// /	Title/Theme: Diverse Voices	Title/Theme: What Lies Ahead?	Title/Theme: Acceptance	Title/Theme: What the future holds.
# of weeks: 5 weeks Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposeful Statement of Inquiry: A purposeful MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: With the Assessment Task with the Asses	ication, by Amy)- Articles (The Development of Western Education in Europe and the	Standards: RL 2-4-5-6, RI 1-6-10, W 3-4-5, SL 1, L 1-2-3. Content: Poems, world literature, novels,	Standards: RI 1-2-5-6-7-8-9, W 1-2, SL 1-2-3-4-5-6, L 1-2-3-4-5-6. Content: Poems, articles, short stories	Standards: RL 1-2-4-5-6-7-9-10, RI 1-2-3-4-5-6-7-8-9-10, W 1-2-4-5-6-7-8-9-10, SL 1, L 1-2-3-4-5. Content: Novel, videos, presentations, poems	Standards: R.I 1-2-3-4-5-6-7-8-9-10, W 1-2-4-5-6-7-8-9-10, SL 1-2-3-4-5-6, L 1-2-3-4-5-6. Content: Documentaries, Videos, speeches, debates, informational articles, and research papers
Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposeful Statement of Inquiry: A purposeful MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: With the Communication of	le score is 1030; do you think it will be manageable by the average and below average ech by Justin Trudeau on fairness for the middle class) Short Stories (The Last Leaf)				
Key Concept(s): Communication Related Concept(s): Purpose and of Global Context: Fairness and development of Inquiry: A purposeful Statement of Inquiry: A purposeful MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: With the Communication of					
Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Wi	cation	# of weeks: 5 weeks Key Concept(s): Perspective	# of weeks: 5 weeks Key Concept(s): Creativity	•	# of weeks: 7 Key Concept(s): Global Interactions
Grade 9D/M MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Wi		Related Concept(s): theme and structure Global Context: Personal and cultural expression	Related Concept(s): Purpose and Audience imperatives Global Context: Scientific and Technical Innovation	Related Concept(s): Intertextuality Global Context: Identities and Relationships	Related Concept(s): Setting, context, structure Global Context: Orientation in Time and Space
MYP Objectives: Aii, Bi, Bii, Cii, Ciii, ATL Skills: Self-management (Organ Text: "Communication" Poem, "Th Absolutely!", "Somali Communities Assessment Task with criteria: Wi	urposeful and contextualized communication leads to fairness and development.	Statement of Inquiry: Around the world, writers share their styles and perspectives through their writing, expressin their personal experiences, beliefs, and values.	g Statement of Inquiry: When artistic creativity and technical ingenuity are combined, scientific and	Statement of Inquiry: Examining texts from different genres allows reader to draw connections between	Statement of Inquiry: The notions of time and space are influenced by the futuristic setting of our global and social interactions that aim to explore anxieties about our immediate and future contexts.
ATL Skills: Self-management (Organizate: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: With Communication with Communication of the		their personal experiences, beliefs, and values.	technological innovation emerges.	texts and gain a better insignt into now the author uses interactive to define identities and relationships	giobal and social interactions that aim to explore anxieties about our immediate and lutture contexts.
Text: "Communication" Poem, "The Absolutely!", "Somali Communities Assessment Task with criteria: Wi	, Cii, Ciii, Di, Dii, Diii, Div nt (Organization, Affective, Reflection), Thinking (Critical thinking, Creative thinking,	MYP Objectives: Ai, Aii, Aiii, Aiv, Bi, Biii, Ci, Ciii, Di, Diii, Div ATL Skills: Creative thinking skills, communication skills, research skills	MYP Objectives: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Div ATL Skills: Social (Collaboration), Thinking (Creative thinking)		MYP Objectives: Aii, Aiii; Bi, Bii, Biii; Ciii; Di, Dii, Diii, Div, Dv ATL Skills: Critical thinking skills, Communication skills, Social Skills, Research skills, Reflection skills
Assessment Task with criteria: Wi	pem, "The Inspector General" Play, "Can Social Media Help Developing Countries?	Text: "Gawain and the Green Knight," "The Skin I'm In," "The Black Cat," "The Epic of Gilgamesh"	Text: "The Machine that Won the War" by Isaac Asimov, "Farewell to the Master" by Harry Bates, "By the Waters of Babylon" by Stephen Vincent Benet, "Planet of the Apes" by Pierre Boulle, "There Will Come Soft	Text: Novel - Les Miserables / Great Expectations / Lord of the Flies / My Brother Sam Is Dead.	Text: Documentaries, Videos, speeches, debates, informational articles, and research papers such as " Global Migration Article"
			Rains"by Ray Bradbury		
189 (H H O 10 130 130 130		Assessment Task with criteria: 1. Create an advertisement poster promoting a story 2. Write a thematic literary	Assessment Task with criteria: Students will create a scientific fiction story, identify the elements, create a story hoard with captions and write a paragraph to justify why, the story is considered a science fiction		Assessment Task with criteria: S1: Students will write an analysis paper. S2: debate Criteria:
on, Cn, Cm, Dn, Dn, Dn, Dn)		essay Criteria: Ai,Aii,Aiii, Aiv, Bi,Bii, Biii, Ci, Ciii,Di, Dii, Diii, Div	story and compare it to another sci fi story/movie.	Criteria: Bi, Bii, Ci, Cii,Di, Diii, Diii, Div	Aii,Aiii;Bi, Bii, Biii; Ciii; Di, Dii, Diii, Div, Dv
			Criteria: Bi, Bii, Biii, Ci, Cii, Ciii, Di, Diii, Div		
Title/Theme: Prejudice Standards: RL 9-10.1 RL9-10.2 RL 9	10.2 RL 9-10.6 W9-10.1 W9-10.1a W9-10.5	Title/Theme: Self-Acceptance Standards: RL: 1, 2, 3, 4, 5, 6, 9	Title/Theme: Ambition Standards: RL 9-10.1 RL9-10.2 RL 9-10.3 RL 9-10.4 RL 9-10.5 RL 9-10.6 RL 9-10.9	Title/Theme: Rhetorical Analysis Standards: RL 9-10.1 RL 9-10.5 W.9-10.3 SL 9-10.1 L.9-10.1 L9-10.5	<i>Title/Theme:</i> How can perspective persuade change in society? (IDU) Standards: RL1,2,3,4,5,6,7,9,10 W 2,3,4,5,6,8,9,10 S 1,2,4,5,6 L1,2,3,4,5,6
Genre: Short Stories / Novel # of weeks: 8		Genre: Poetry, Memoir, Diary # of weeks: 8	Genre: Shakespearean Drama # of weeks: 6	Genre: Greek Drama	Content: Persuasive Speeches and smaples of debates # of weeks: 7
	dy," "The Lemon Orchard," <i>To Kill a Mockingbird , The Kite Runner</i>	Text: "IF" Poem by Rudyard Kipling, "Search for My Tongue" by Sujata Bhatt, extract from "Diary of Anne Frank",	Text: Macbeth / Othello	•	Text: Various persuasive speeches and debates
Key Concept(s): Perspective	re	"Autobiography of a Face'" Key Concept(s): Identity	Key Concept(s): Connections	Key Concept(s): Communication	Key Concept(s): English- Perspective; IH- Change
Related Concept(s): Character, Inte		Related Concept(s): Self-expression, Intertextuality Global Context: Personal and cultural expression		Related Concept(s): Purpose and Style	Related Concept(s): English-self- exprssion, Purpose; IH- Causalties Global Context: Fairness and Development
	, , , , , , , , , , , , , , , , , , , ,	Statement of Inquiry: Writers communicate to their audience through a variety of styles and genres across the time	Statement of Inquiry: Ambition can impact identities, relationships and connections; these may be	Statement of Inquiry: Persuasive texts use language intended to influence our behaviours.	Statement of Inquiry: When society blends their perspective
Grade 10 PreAP MYP Objectives: Ai, Aii, Aiii, Aiv, Bi	, , , , , , , , , , , , , , , , , , , ,	spectrum. MYP Objectives: Ai, Aii, Aii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Div, Dv	explored through the structure of a genre. MYP Objectives: Ai-Aiv, Bi,Bii, Ci, Ciii, Diii, Div	MYP Objectives: Ai-iv, Bi-Biii, Ci-iii, Di-v	for a common purpose and change, it can hope for a greater fairness in its future. MYP Objectives: A;B;C;D
ATL Skills: Self-management (Refle	nd development al construction of reality depends on a character's perspective.	ATL Skills: Information Literacy Skills, Communication	ATL Skills: Collaboration Skills, Critical Thinking,	ATL Skills: Critical Thinking, Self Management	ATL Skills: Research (information literacy skills);
Content: "The Landlady," "The Lem connected to the theme of Prejudic	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking)	Content: "IF" Poem by Rudyard Kipling, "Search for My Tongue" by Sujata Bhatt, "Diary of Anne Frank", "Autobiography of a Face'"	Content: Macbeth/Othello	Content: Antigone	Assessment Task with criteria: Debate on social issues A, B, C, D
•	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues	iii Accessment Took with critoria: 1. Cive an analytical precentation on at least two works (A noom and a short story of	Assessment Task with criteria: Character analysis (Ai-iv, Bi, ii, Ci, iii, Diii, iv)	Assessment Task with criteria: Rhetorical Analysis Essay	
	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice Peria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di,			Criteria: Ai-iv, Bi-Biii, Ci-iii, Di-v	
	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it			
	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice Peria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, Faudio, visual, and written formatting and referencing tools, develop and present a well-	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this			
Title/Theme: Skin	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice Peria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, Faudio, visual, and written formatting and referencing tools, develop and present a well-	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what			Title/Theme: How can perspective persuade change in society? (IDU)
Standards: RL: 1,3,4,6 RI: 1,4,5, 2, 2.A-C, 3, 3.A 4, 4.A-D, 5, 5.A-B, 6	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice Peria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, Faudio, visual, and written formatting and referencing tools, develop and present a well-	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what	Title/Theme: Personal and Cultural Expression		Standards: RL1,2,3,4,5,6,7,9,10 W 2,3,4,5,6,8,9,10 S 1,2,4,5,6 L1,2,3,4,5,6
	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, Faudio, visual, and written formatting and referencing tools, develop and present a well-bout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div)	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v)	1	Title/Theme: I Research Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6	
# of weeks: 8	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, Faudio, visual, and written formatting and referencing tools, develop and present a well-bout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div)	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D, 2.A-D, 3, 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D, 2.A-D, 3, 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D, 2.A-D, 3, 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D, 2.A-D, 3, 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D, 2.A-D, 3, 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D	1		Content: Persuasive Speeches and smaples of debates
Text: To Kill a Mockingbird by Harp	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice Pria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, is audio, visual, and written formatting and referencing tools, develop and present a well-pout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1.4, 5, 6 10 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.6 5.A-B, 6 the Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 Content: Memoir, Realistic fiction, Poems # of weeks: 8	Standard: RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 Content: My Papa Waltz, In Flanders Fields, Sonnet 27, #of weeks: 5	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5	# of weeks: 5
Key Concept(s): Perspective Related Concept(s): Character, Poi	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, i audio, visual, and written formatting and referencing tools, develop and present a well-pout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1,4,5,610 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.E, 5.A-B, 6 ee Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 Content: Memoir, Realistic fiction, Poems # of weeks: 8 Content: 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem), 5. An Ode to my Darling Daughter(poem)	A- Standard: RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 Content: My Papa Waltz, In Flanders Fields, Sonnet 27, # of weeks: 5 Text: collection of texts	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests	# of weeks: 5 Text: Various persuasive speeches and debates
Grade 10D Global Context: Identities and rela	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, faudio, visual, and written formatting and referencing tools, develop and present a well- pout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1,4,5,610 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 St: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.E 5.A-B, 6 eee Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go I by Harper Lee (fiction)	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-D, 2.A-D, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 Content: Memoir, Realistic fiction, Poems # of weeks: 8 Content: 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem),	Standard: RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 Content: My Papa Waltz, In Flanders Fields, Sonnet 27, #of weeks: 5	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests	# of weeks: 5
Statement of Inquiry: A character's during a certain context.	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, i audio, visual, and written formatting and referencing tools, develop and present a well- bout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1,4,5,610 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.E 5.A-B, 6 ee Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go I by Harper Lee (fiction) ve icter, Point of View, Context and relationships	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 Rl, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 Content: Memoir, Realistic fiction, Poems # of weeks: 8 Content: 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem), 5. An Ode to my Darling Daughter(poem) Key Concept(s): Identity Related Concept(s): Self-expression, Genre, Context Global Context: Identities and relationships	A- Standard: RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 Content: My Papa Waltz, In Flanders Fields, Sonnet 27, # of weeks: 5 Text: collection of texts Key Concept(s): Creativity Related Concept(s): self-expression, structure, genre Global Context: Personal and Cultural Expression	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests Key Concept(s): Communication Related Concept(s): Purpose, Structure Global Context: Scientific and Technical Innovation	#of weeks: 5 Text: Various persuasive speeches and debates Key Concept(s): English- Perspective; IH- Change Related Concept(s): English-self- exprssion, Purpose; IH- Causalties Global Context: Fairness and Development
MYP Objectives : A (i. ii. iii. iv): B (i	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, i audio, visual, and written formatting and referencing tools, develop and present a well- bout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1,4,5,610 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.E 5.A-B, 6 ee Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go I by Harper Lee (fiction) ve icter, Point of View, Context and relationships	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 Content: Memoir, Realistic fiction, Poems # of weeks: 8 Content: 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem), 5. An Ode to my Darling Daughter(poem) Key Concept(s): Identity Related Concept(s): Self-expression, Genre, Context	A- Standard: RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 Content: My Papa Waltz, In Flanders Fields, Sonnet 27, # of weeks: 5 Text: collection of texts Key Concept(s): Creativity Related Concept(s): self-expression, structure, genre Global Context: Personal and Cultural Expression	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests Key Concept(s): Communication Related Concept(s): Purpose, Structure Global Context: Scientific and Technical Innovation Statement of Inquiry: The purpose and structure of a written piece helps in better communication of scientific and	#of weeks: 5 Text: Various persuasive speeches and debates Key Concept(s): English- Perspective; IH- Change Related Concept(s): English-self- exprssion, Purpose; IH- Causalties Global Context: Fairness and Development Statement of Inquiry: When society blends their perspective for a common purpose and change, it can hope for a greater
	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, i audio, visual, and written formatting and referencing tools, develop and present a well- bout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1,4,5,610 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.E 5.A-B, 6 ee Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go I by Harper Lee (fiction) ve icter, Point of View, Context and relationships	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 Rl, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 Content: Memoir, Realistic fiction, Poems # of weeks: 8 Content: 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem), 5. An Ode to my Darling Daughter(poem) Key Concept(s): Identity Related Concept(s): Self-expression, Genre, Context Global Context: Identities and relationships	Standard: RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 Content: My Papa Waltz, In Flanders Fields, Sonnet 27, # of weeks: 5 Text: collection of texts Key Concept(s): Creativity Related Concept(s): self-expression, structure, genre Global Context: Personal and Cultural Expression Statement of Inquiry: The creative structure of a particular	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests Key Concept(s): Communication Related Concept(s): Purpose, Structure Global Context: Scientific and Technical Innovation Statement of Inquiry: The purpose and structure of a written piece helps in better communication of scientific and technical innovations.	#of weeks: 5 Text: Various persuasive speeches and debates Key Concept(s): English- Perspective; IH- Change Related Concept(s): English-self- exprssion, Purpose; IH- Causalties Global Context: Fairness and Development Statement of Inquiry: When society blends their perspective
Assessment Task with criteria: #1	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird, The Kite Runner, Any Contemporary issues Prejudice eria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, is audio, visual, and written formatting and referencing tools, develop and present a well- bout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1,4,5,610 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.6 5.A-B, 6 ee Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go I by Harper Lee (fiction) ve noter, Point of View, Context and relationships laracter's identity and relationships determine his/her perspectives and other relationships laracter's identity and relationships (Critical	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) Title/Theme: Who Am I? Standards: RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 Content: Memoir, Realistic fiction, Poems # of weeks: 8 Content: 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem), 5. An Ode to my Darling Daughter(poem) Key Concept(s): Identity Related Concept(s): Self-expression, Genre, Context Global Context: Identities and relationships Statement of Inquiry: The self-expression of one's identity and relationships is shaped by one's context in the world of the self-expression of one's identity and relationships is shaped by one's context in the world of the self-expression of one's identity and relationships is context in the world of the self-expression of one's identity and relationships is context in the world of the self-expression of one's identity and relationships is context in the world of the self-expression of one's identity and relationships is context in the world of the self-expression of one's identity and relationships is context in the world of the self-expression of one's identity and relationships is context in the world of the self-expression of one's identity and relationships is context. Identity and relationships is context in the world of the self-expression of one's identity and relationships is context. In the world of the self-expression of one's identity and relationships is context. In the world of the self-expression of one's identity and relationships is context. In the self-expression of one's	Content: My Papa Waltz, In Flanders Fields, Sonnet 27, # of weeks: 5 Text: collection of texts Key Concept(s): Creativity Related Concept(s): self-expression, structure, genre Global Context: Personal and Cultural Expression Statement of Inquiry: The creative structure of a particular genre helps to showcase personal and cultural expression. MYP Objectives: A (i,ii,iii,iv); B (ii,iii); C(ii);D (ii, iv, v) ATL Skills: communication skills, self-management skills,	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests Key Concept(s): Communication Related Concept(s): Purpose, Structure Global Context: Scientific and Technical Innovation Statement of Inquiry: The purpose and structure of a written piece helps in better communication of scientific and technical innovations. MYP Objectives: A(iii); B (i.ii,iii); C (i, iii); D (i,ii, iii, iv,v)	#of weeks: 5 Text: Various persuasive speeches and debates Key Concept(s): English- Perspective; IH- Change Related Concept(s): English-self- exprssion, Purpose; IH- Causalties Global Context: Fairness and Development Statement of Inquiry: When society blends their perspective for a common purpose and change, it can hope for a greater fairness in its future. MYP Objectives: A;B;C;D ATL Skills: Research (information literacy skills);
	and development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird , The Kite Runner, Any Contemporary issues Prejudice Prejudice Pria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, addio, visual, and written formatting and referencing tools, develop and present a well-bout The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1.4, 5, 6 10 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.6 5.A-B, 6 The Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go To by Harper Lee (fiction) The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of View, Context The Culture (poem), Pantoum of Pantoum of View, Context The Culture (poem), Pantoum of Pantoum of View, Context The Culture (poem), Pantoum of Pantoum of View, Context The Culture (poem), Pantoum of Pantoum of View, Context The Culture (poem), Pantoum of Pantoum of View, Context The Culture (poem), Pantoum of Pantoum of View, Context The Culture (poem), Pantoum of View, Context	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) **Title/Theme:** Who Am I?** **Standards:** RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10,C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 **Content:** Memoir, Realistic fiction, Poems **# of weeks:** 8 **Content:** 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem), 5. An Ode to my Darling Daughter(poem) **Key Concept(s):** Identity **Related Concept(s):** Self-expression, Genre, Context **Global Context:* Identities and relationships **Statement of Inquiry:** The self-expression of one's identity and relationships is shaped by one's context in the world of the properties	**Standard: RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 **Content: My Papa Waltz, In Flanders Fields, Sonnet 27, **#of weeks: 5 **Text: collection of texts **Key Concept(s): Creativity **Related Concept(s): self-expression, structure, genre **Global Context: Personal and Cultural Expression **Statement of Inquiry: The creative structure of a particular genre helps to showcase personal and cultural expression. **MYP Objectives: A (i,ii,iii,iv); B (ii,iii); C(ii); D (ii, iv, v) **ATL Skills: communication skills, self-management skills, Thinking skills **Assessment Task with criteria: poetry analysis and**	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests Key Concept(s): Communication Related Concept(s): Purpose, Structure Global Context: Scientific and Technical Innovation Statement of Inquiry: The purpose and structure of a written piece helps in better communication of scientific and technical innovations. MYP Objectives: A(iii); B (i.ii,iii); C (i, iii); D (i,ii, iii, iv,v) ATL Skills: research, communication, self-management, and thinking skills Assessment Task with criteria: #1 Write a research on	#of weeks: 5 Text: Various persuasive speeches and debates Key Concept(s): English- Perspective; IH- Change Related Concept(s): English-self- exprssion, Purpose; IH- Causalties Global Context: Fairness and Development Statement of Inquiry: When society blends their perspective for a common purpose and change, it can hope for a greater fairness in its future. MYP Objectives: A;B;C;D
	nd development al construction of reality depends on a character's perspective. ii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii Di, Dii, Diii, Div, Dv nt (Reflection), Thinking (Critical thinking) The Lemon Orchard," To Kill a Mockingbird , The Kite Runner, Any Contemporary issues Prejudice Peria: Synthesis essay which discusses the theme of To Kill A Mockingbird (Ai-iv, Ci-Ciii, Di, if audio, visual, and written formatting and referencing tools, develop and present a well- about The Kite Runner or To Kill A Mockingbird (Bi, Bii, Biii, Di, Dii, Diii, Div) 1. A, 5, 6 10 W: 1.D, 1.E, 2.A, 2.C, 2.F, 3.D, 3.E, 4, 5, 6, 9, 10 SL: 1, 1.D, 3, 4, 6, L: 1, 1.A, 1.E 5.A-B, 6 The Cullen (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go To by Harper Lee (fiction) The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go To by Harper Lee (fiction) The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go To by Harper Lee (fiction) The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Merry Go The Culture (poem), Pantoum of the Great Depression by Donald Justice (poem), Pantoum of the Great Depression by Donald Justice (poem), Pantoum of the	other short non-fiction work) that relate to the concept of self-identity and contrast how the authors portray this concept. (Ci-iii, Di, iii, iv), 2. Interview at least three people of DIVERSE backgrounds on their identity and how it impacts their life choices. Use these interviews and write an analytical report (minimum 700-800 words) in what comprises a person's personal identity. (Ai-iv, Bi-iii, Di-v) **Title/Theme:** Who Am I?** **Standards:** RL: 2, 3, 4, 5, 6, 10 RI, 2, 3, 4, 5, 6, 10 W: 1.C-D, 2.A-D, W: 4, 5, 6, 9.A, 10, 10, C-D, 3, 4, 5 L: 1, 1.A-B, 2, 2.A-C, 3, 3.A, 4, 4.A-D, 5, 5.A-B, 6 **Content:** Memoir, Realistic fiction, Poems **# of weeks:** 8 **Content:** 1. Now We are Five (short memoir), 2. The House on Mango Street (realistic fiction), 4. Who am I? (poem), 5. An Ode to my Darling Daughter(poem) **Key Concept(s):** Identity **Related Concept(s):** Self-expression, Genre, Context Global Context: Identities and relationships **Statement of Inquiry:** The self-expression of one's identity and relationships is shaped by one's context in the world in the world in the self-expression of one's identity and relationships is shaped by one's context in the world in the self-expression of Communication, Self-management (Organization, Affective, Reflection), Thinking (Critical thinking, Creative thinking, Transfer)	**Standard:** RL: 1,,4,6, RI: 1,2,3,4,5,6,7,8,9,10 W: 1, 2,3,4,5,6,8,9,10 S: 1,2,3,4,5,6 L: 1,2,3,4,5,6 **Content:** My Papa Waltz, In Flanders Fields, Sonnet 27, **#of weeks: 5 **Text:** collection of texts **Key Concept(s):** Creativity **Related Concept(s):** self-expression, structure, genre **Global Context:** Personal and Cultural Expression **Statement of Inquiry:** The creative structure of a particular genre helps to showcase personal and cultural expression. **MYP Objectives:** A (i,ii,iii,iv); B (ii,iii); C(ii); D (ii, iv, v) **ATL Skills:** communication skills, self-management skills, Thinking skills	Standards: R1,4,6 IT1,2,3,4,5,6,7,8,9,10 W1,2,3,4,5,6,7,8,9,10 SL 1,2,3,4,5,6 L 1,2,3,4,5,6 Content: Non-Fiction # of weeks: 5 Text: The Big Six, The Research Handbook, webquests Key Concept(s): Communication Related Concept(s): Purpose, Structure Global Context: Scientific and Technical Innovation Statement of Inquiry: The purpose and structure of a written piece helps in better communication of scientific and technical innovations. MYP Objectives: A(iii); B (i.ii,iii); C (i, iii); D (i,ii, iii, iv,v) ATL Skills: research, communication, self-management, and thinking skills	# of weeks: 5 Text: Various persuasive speeches and debates Key Concept(s): English- Perspective; IH- Change Related Concept(s): English-self- exprssion, Purpose; IH- Causalties Global Context: Fairness and Development Statement of Inquiry: When society blends their perspective for a common purpose and change, it can hope for a greater fairness in its future. MYP Objectives: A;B;C;D ATL Skills: Research (information literacy skills); communication skills; Social