

	Cal 1	Cal 2	Cal 3
Art	<p>1. Value Scale</p> <p>2 presentaciones, una donde se introdujo la Escala de valores y los conceptos de “Trama, y trama cruzado al igual que pontillismo</p> <p>Concepts Glosarios donde se aprenden los conceptos en ambos idiomas</p> <p>Skills Aplicación de técnicas libres, desarrollo de ideas creativas</p> <p>Assessment trabajos de clase, Test de conocimientos, conceptos, trabajar en la investigación y habilidades técnicas</p> <p>2. Grafito</p> <p>Trazos libres a mano alzada en diferentes direcciones, utilizando siempre la escala de valores</p> <p>Concepts Conocer diferentes trazos, aprendiendo a manipular el lápiz</p> <p>Skills Uso del lápiz y aprender a dar la direccionalidad a los trazos</p> <p>Assessment Prácticas en clase, trabajar en la adquisición de habilidades técnicas a través de la práctica</p> <p>3. Teoría del color</p> <p>Content</p> <ul style="list-style-type: none"> - Realizar un círculo cromático. - Colores fríos y cálidos <p>Concepts</p> <ul style="list-style-type: none"> - Conocer y clasificar los colores - Organización básica y la interrelación de los colores. Colores fríos y cálidos <p>Skills Utilización de lápices de color. Combinación de colores</p> <p>Assessment Trabajos de clase, Test de conocimientos, conceptos, trabajar en la investigación y habilidades técnicas</p>	<p>1. Ejercicios con lápiz de color para hacer sombreados y figuras en 3D</p> <p>Content</p> <ul style="list-style-type: none"> - Realizar una composición - Colores fríos y cálidos <p>Concepts</p> <ul style="list-style-type: none"> - Conocer y clasificar los colores y las formas - Organización básica y la interrelación de los colores. Colores fríos y cálidos <p>Skills Utilización de lápices de color. Combinación de colores</p> <p>Assessment Trabajos de clase, Test de conocimientos, conceptos, trabajar en la investigación y habilidades técnicas</p> <p>2. Trabajo grande de Vincent Van Gogh</p> <p>Content Experimentar y crear con diferentes técnicas, texturas visuales, valores tonales</p> <p>Concepts Experimentar combinaciones de colores cálidos y fríos</p> <p>Skills Trabajar con la página de Vincent Van Gogh – de líneas y probar los valores tonales</p> <p>que ellos creen su propia Stairy night con líneas, patterns.... Valores tonales..... etc</p> <p>Assessment Prácticas en clase, experimentar en diferentes superficies 2D, 3D</p> <p>3. Emotion portraits</p> <p>Content Autorretrato en caricatura</p> <ul style="list-style-type: none"> - Psicología del color <p>Concepts Ilustrar con colores y trazos las diferentes emociones a través de un autorretrato</p> <p>Skills</p>	<p>1. Ciudad en Asamblage</p> <p>Content</p> <ul style="list-style-type: none"> - Realizar con cartones y otros papeles una interpretación de una ciudad o casa. - Utilización del multicolor <p>Concepts Conocer diferentes texturas de papel y del asamblage</p> <p>Skills Recortar, integrar, pegar hasta llegar a formar un concepto de ciudad o casas.</p> <p>Assessment Trabajos de clase, Test de conocimientos, conceptos, trabajar en la investigación y habilidades técnicas</p> <p>2. Máscaras Mayas, Africanas y Egipcias</p> <p>Content</p> <ul style="list-style-type: none"> - Historia de las máscaras y de su uso (cultura) <p>Concepts Conocer las proporciones del rostro y las diferentes culturas así como el uso de diversos materiales para el ensamblado</p> <p>Skills Cortar, ensamblar, pegar y conocer otros medios</p> <p>Assessment Trabajos de clase, Test de conocimientos, conceptos, trabajar en la investigación y habilidades técnicas</p> <p>3. Los Zentangles y mis manos</p> <p>Content</p> <ul style="list-style-type: none"> - Qué son los zentangles - Formas y figuras <p>Concepts Conocer y aplicar los zentangles utilizando las manos como molde</p> <p>Skills Aprender a manejar el contorno de las manos y utilizar los marcadores</p> <p>Assessment Trabajos de clase, Test de conocimientos, conceptos, trabajar en la investigación y habilidades técnicas</p>

		<p>Yesos grasos</p> <p>Assessment Prácticas en clase, experimentar diversas texturas</p>	
	Cal 1	Cal 2	Cal 3
English	<p>1. 19th Century Poetry</p> <p>Content: Study, compare and contrast a collection of poems from the 19th Century or earlier looking at limerick and haiku forms moving on to specifically studying 'The School Boy' by William Blake, 'The Eagle' by Tennyson and 'I Wandered Lonely as a Cloud/Daffodils' by Wordsworth</p> <p>Concepts: 1. Conventions of poetry 2. Narrative structure and voice 3. Literal and figurative language</p> <p>Skills: Use inference and deduction to recognise implicit meanings; show awareness of poet's use of literary, and grammatical features (including imagery and figurative language); use the terms 'image', 'simile' and 'metaphor' in texts; identify and understand the main ideas, viewpoints, themes and purposes in a text (support comments with quotations from more than one location in the text); create an effect by using some of the key linguistic and literary devices used by writers; build up detail and convey shades of meaning through sentence structure. Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary</p> <p>Assessment: a) Scaffolded test of questions relating to language use in the poems b) Compose a poetry anthology including one poem composed after each studied form/poem.</p> <hr/> <p>2. The Globe Theatre</p> <p>Content: Study the history, design and artistic significance of the reconstructed Globe Theatre in London.</p> <p>Concepts: 1. Introduction to Shakespeare 2. Drama as performance 3. Writing to inform</p> <p>Skills: Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas; use features and conventions in order to</p>	<p>3. Peter Pan</p> <p>Content: Study the 1928 text of <i>Peter Pan: Or the Boy who would not Grow Up</i> by James M. Barrie.</p> <p>Concepts: 1. Introduction to fantasy 2. Coming-of-age 3. Drama as a genre</p> <p>Skills: Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning; select, collate and summarise ideas from texts, using notes where relevant; use inference and deduction to recognise implicit meanings; comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary; identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text; use the terms, 'setting' and 'genre' in discussion about texts; explore the variety and range of ways in which the content of texts can be organised, structured and combined</p> <p>Assessment: a) Construct a PEEL paragraph about Captain Hook as he is presented in the stage directions in Act 2 (p.23) b) Write a summary of Act 5 in the style of an IGCSE Language paper 1</p> <hr/> <p>4. Citizenship Journalism</p> <p>Content: Develop an understanding of citizenship journalism and produce an informal news video in that tradition.</p> <p>Concepts: 1. Citizenship journalism 2. Bias in the media 3. Understanding of different text types, including multi-media and scripts</p> <p>Skills: Create an effect by using some of the key linguistic and literary techniques used by writers; use features and conventions of a wide variety of text types in order to write to inform, explain, argue, persuade and comment; understand and use degrees of formality in a range of texts according to context, purpose and audience; write to express a personal viewpoint; learn a range</p>	<p>5. Coraline</p> <p>Content: Study the novel <i>Coraline</i> by Neil Gaiman.</p> <p>Concepts: 1. Imaginative description 2. Family relationships 3. Characterisation 4. The Gothic horror genre</p> <p>Skills: Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas; create an effect by using some of the key linguistic and literary techniques used by writers; begin to develop character and voice in fiction writing; use features and conventions in order to write to describe; clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary; shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively; mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases; identify and understand the main ideas, viewpoints, themes and purposes in a text; support comments by quotation from more than one location in the text; demonstrate understanding of features of narrative texts by explaining these features; identify and describe the effect of writer's use of literary, rhetorical and grammatical features, including imagery and figurative language.</p> <p>Assessment: a) Produce a descriptive writing passage in the style of the gothic horror genre, inspired by Coraline's discovery of the door to the other world. b) Develop a 5-paragraph (intro, 3 paragraphs, conclusion) essay on the character development of Coraline using PEEL paragraphs.</p> <hr/> <p>6. Speeches</p> <p>Content: Consider some famous speeches from history and develop a speech on a topic linked to a global issue.</p> <p>Concepts: 1. Persuasive language techniques 2. Conventions of a speech 3. Global issues</p> <p>Skills:</p>

	<p>write to inform; understand and use degrees of formality in a range of texts according to context, purpose and audience; shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively; provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.</p> <p>Assessment: c) Create a tourist brochure for The Globe Theatre with emphasis on copy with the purpose of writing to inform.</p> <p>-----</p> <p style="text-align: center;">Reading Lab</p> <p>Students will be supported in their extensive and intensive reading programmes, which will include a free but guided choice of texts supported by the Accelerated Reader program. A mark will be given reflecting the average of the student's Accelerated Reader quizzes (plus the STAR Reading Test in CAL 1 and 3)</p>	<p>of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience; shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively;</p> <p>Assessment: c) Work in groups to script, produce and screen a news video with an assessment emphasis on the script.</p> <p>-----</p> <p style="text-align: center;">Reading Lab</p> <p>Students will be supported in their extensive and intensive reading programmes, which will include a free but guided choice of texts supported by the Accelerated Reader program. A mark will be given reflecting the average of the student's Accelerated Reader quizzes (plus the STAR Reading Test in CAL 1 and 3)</p>	<p>Speak for a variety of purposes, such as to explain, argue and persuade; shape talk for clarity and effect and to engage a listener; use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience; practise speaking fluently and clearly at an appropriate pace and volume; develop the ability to listen courteously to others and be sensitive to turn-taking; show insight into texts and issues through choice of speech, gesture and movement; explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.</p> <p>Production of a speech; analysis of themes and messages within the studied texts; understanding and application of conventions such as intonation, symbolism, metaphor, analogy, humour and repetition.</p> <p>Assessment: c) Write and deliver a speech using SUPERHERO techniques on a topic linked to a global issue.</p> <p>-----</p> <p style="text-align: center;">Reading Lab</p> <p>Students will be supported in their extensive and intensive reading programmes, which will include a free but guided choice of texts supported by the Accelerated Reader program. A mark will be given reflecting the average of the student's Accelerated Reader quizzes (plus the STAR Reading Test in CAL 1 and 3)</p>
	Cal 1	Cal 2	Cal 3
English as a Second Language	<p>1. Content: Meeting and greeting</p> <p>Concepts: Compare and contrast customs of meeting and greeting in different contexts and cultures. Practice respect and open-mindedness.</p> <p>Skills: How to meet and greet people in different contexts. How to use modal verbs to sound polite.</p> <p>2. Content: Personal identity</p> <p>Concepts: Looking back at life at school. How has the term been so far? Read and answer a class survey using present perfect. Talk about your family.</p> <p>Skills: Texty type: school magazin article using present perfect to describe life experiences and specific time phrases and adverbs that go with present perfect.</p>	<p>1. Content: Health, food and exercise</p> <p>Concepts: The concept of eating a balanced diet using countable and uncountable nouns to measure foods. Include exercise and find out about the life of professional runners.</p> <p>Skills: Use countable and uncountable nouns correctly with their corresponding quantifiers.</p> <p>Assessment: An initial formative assessment will take place to check students' understanding of the grammar topics covered in the unit. Teacher's feedback will follow before students work on their summative speaking assessment. A - Speaking 25% - students will pretend to be nutritionists sharing a healthy diet with patients showing their understanding of quantifiers, countable and uncountable nouns.</p> <p>2. Content: All living things</p>	<p>1. Content: In and out of school</p> <p>Concepts: Compare different types of school and learning styles.</p> <p>Skills: Text type - personal letter. Write a comparative table about two different school types focusin on aspects such as timetables, subjects, facilities, after-school activities.</p> <p>Assessment: A - writing - students will write a letter to an imaginary friend to tell them about their school and hobbies. First draft 10% followed by feedback. Final draft 15%.</p> <p>2. Content: Local Community</p> <p>Concepts: Think globally, act locally! Understand the importance of being generous and help others. Become a responsible citizen.</p>

	<p>Use the apostrophe to show possession.</p> <p>Assessment: A – Writing - students will write a report about their impressions of school so far this term showing how to use the present perfect correctly to speak about experiences and actions that happen during an unfinished period of time. First draft 10% followed by feedback. Final draft 15%.</p> <p>3. Content: Clothing and accessories</p> <p>Concepts: Talk about fashion and the impact of fashion advertisements. Talk about a traditional item of clothing and clothes from around the world.</p> <p>Skills: Learn and practice key and detailed vocabulary to describe clothes. Learn and practice language to share your point of view. How to use the present passive to describe an object.</p> <p>Assessment: A – Speaking 25% – students will create an oral presentation about “The most useful accessory”. Teacher will model this with an example and a checklist for students to follow.</p> <p>4. Content: Outdoor pursuit</p> <p>Concepts: Talk about adventure holidays. Ask and answer questions about experiences using present perfect.</p> <p>Skills: How to build the future tense using different forms and how to use them correctly. Present perfect consolidation.</p> <p>5. Content: Transport system</p> <p>Concepts: Explore the history of public transports. Compare traditional, historic and current means of transport. Design your ideal school.</p> <p>Skills: Texty type - summary based on a listening exercise. Note taking skills. How to use the past simple to retell the history of an event. How to express wishes using wish + past simple.</p> <p>Assessment: A – Writing – students will write a short summary based on a listening exercise. This assessment will only have a formative nature for students to develop the skills necessary to write a summary.</p>	<p>Concepts: Learn how to describe and differentiate animals according to their characteristics</p> <p>Skills: Text type: a fact file. How to use presentational devices to engage the reader. How to select the most relevant information.</p> <p>3. Content: World records</p> <p>Concepts: The importance of showing tolerance towards differences.</p> <p>Skills: Text type - descriptive. Find out about the ancient and the modern Olympics. Research a famous sportsperson's biography and talk about their life.</p> <p>Assessment: A - Writing - students will describe one memorable event in their lives. First draft 10% followed by feedback. Final draft 15%.</p> <p>4. Content: Parts and percentage</p> <p>Concepts: The concept of understanding that maths is a language and how we can transform math symbols into regular language.</p> <p>Skills: How to use quantities, besides percentages and fractions, to write a report.</p> <p>Assessment: A - Writing - students will write a report based on a previous survey done in class. First draft 10% followed by feedback. Final draft 15%. This will be averaged with the first written task (description) B - Reading 25% - Reading comprehension quiz based on a chapter of To give by Vimal Shinagadia. The text will be previously read, studied and analyzed in class as a formative assessment.</p> <p>5. Content: We're going on holiday!</p> <p>Concepts: Be aware of your audience when writing a text message.</p> <p>Skills: Text type - text message. How to use text message conventions to sound polite when sending a text. How to use reported speech to report someone's words in a text message.</p> <p>6. Content: Climate and the environment.</p> <p>Concepts:</p>	<p>Skills: Expand the vocabulary of the city and the country. Imagine and explain what life would be like if you lived in a different place using the second conditional.</p> <p>Assessment: A - Speaking 25% - students will come up with a plan to improve their local area and present it. While preparing, the teacher will provide feedback and suggestions to improve.</p> <p>3. Content: Settling America</p> <p>Concepts: Understand the influence of the Pioneers in America.</p> <p>Skills: Text type - diary and journal. Use the past tenses correctly to retell past events.</p> <p>Assessment: A - writing - students will write a journal entry based on a reading in the unit. First draft 10% followed by feedback. Final draft 15%. This will be averaged with the first written task (letter)</p> <p>4. Content: The Silk Road</p> <p>Concepts: Understand how import and export work and how they have an impact on the country's economy.</p> <p>Skills: Describe the journey along the Silk Road based on a drawing using <i>so</i> and <i>such</i> to show emphasis.</p> <p>Assessment: A - Reading 25% - students will answer comprehension questions about a poem previously studied in class. B - Listening 25% - students will do a listening quiz based on the Silk Road.</p> <p>5. Content: Festivals around the world</p> <p>Concepts: Show open-mindedness, respect and interest towards other cultures and their rituals.</p> <p>Skills: How to do a good research and summarise the most important information. Talk about fun days and festivals around the world.</p> <p>6. Content: Using English</p> <p>Concepts: Explore the performing arts by working in groups.</p> <p>Skills: Twist the end of a traditional story and perform it in a play in groups. Feedback and</p>
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	<p>B – Reading 25%– students will do a reading comprehension test based on a short text.</p> <p>6. Content: Using maps</p> <p>Concepts: Have a phone conversation about finding your way in a city.</p> <p>Skills: Text type: set of instructions based on a map. To increase vocabulary related to the city. Skimming and scanning a news article. Structure, purpose and register used in a news article.</p> <p>Assessment: A – Listening 25% – Students will listen to a short clip and answer questions about it. B – Writing – students will plan and write their own news article. First draft 10% followed by feedback. Final draft 15%. This will be averaged with the first written task (report)</p>	<p>The consequences of global warming and how we should look after our planet.</p> <p>Skills: Text type - scientific report. Learn weather-related vocabulary and use present passive.</p> <p>Assessment: A - Listening 25% - students will do a listening quiz based on a weather forecast audio clip.</p>	<p>tips will be provided by the teacher throughout the preparation time.</p>
	Cal 1	Cal 2	Cal 3
French	<p>Vive la France!</p> <p>Content: Language awareness:distinguish French from other languages,greetings,names,nationalities. Vive la France,French France and other countries,Objects/events that typify France,numbers 1-20,Places in town, Different countries and languages spoken there,colours,reasons for learning a language</p> <p>Concepts: Je m'appelle...Je suis/tu es + nationality,spelling changes:masc and fem. Nationality adjectives Masculine/feminine nouns C'est /ce n'est pas le/ la/ les/un /une /des + noun. Il y a /Il n'y a pas de,d' + noun . Mon pays ,C'est le ,la Je ,il ,elle parle + languages,Tu parles....? Il ,Elle est acteur/sportive</p> <p>Say the numbers in french Gender and what it affects:(le , la ,les)</p> <p>Skills: Accents,cedilla,recognising cognates classroom language. Learning strategies:recording new vocabulary, Pronunciation : nasal sounds. Symbols of France</p> <p>Assessment: Labo -Langue,bien Apprendre.</p>	<p>Moi, j'aime</p> <p>Content: Moi J'aime Favourite things. Sports and hobbies. Likes and dislikes. Special occasions. Dates ,ages,birthdays. Numbers from 1-30. Friends and what they like doing.</p> <p>Concepts: J'aime le/la/les + noun,Je n'aime pas, Tu aimes...?,Adorer/ détester,J'ai , tu as un /une/des + noun. Mon ,ton,son,ma ,ta ,sa mes ,tes, ses, J'ai /tu as + age ,Aimer plus infinitive, Je /tu plus regular ER verbs, Present tense of ER verbs including subject pronouns and why verb forms change ,negative ne...pas</p> <p>Skills: Learning strategies:using a bilingual dictionary. Pronunciation: silent letters</p> <p>Assessment: Labo -Langue,bien Apprendre.</p>	<p>Au collège</p> <p>Content: Favorite things. Sport and hobbies; likes and dislikes; Special occasions, dates, age, birthdays Numbers Friends and what they like doing</p> <p>Concepts: Days of the week Qu'est-ce que tu aimes comme matière? J'aime + subject Ta matière préférée, c'est quoi? Ma matière préférée, c'est... Present tense: Verbe aimer Numbers 1-60+ verb Present tense: : verbe avoir Few examples of perfect tense of regular verbs: j'ai oublié, on a volé, etc</p> <p>la</p> <p>Skills: Learning vocabulary Pronunciation: é and -ez</p> <p>Assessment: Labo-langue: regular -er, -ir and -re verbs</p>

	<p>Listening: Worksheet and exercise book. Clic podcast: Bienvenue sur le blog de Thomas.</p> <p>Speaking: introducing oneself in French. Role Plays. Say the numbers from 1-20 . Short talk about a famous person.</p> <p>Reading: Labo- langue ,Clic test :tu sais tout?,En plus : c'est moi (Les symbols de la France) PPP des livres</p> <p>Writing: Vive les couleurs...make up more verses.</p>	<p>Listening: Worksheet and exercise book. Clic podcast: Bienvenue sur le blog d'Alex.</p> <p>Speaking: Long talk about what you like to do on weekends. Role Plays.Sondage (tu as un animal?) plus Interview Express Say the months of the year. Talk about a special occasion,Dates ,ages etc.</p> <p>Reading: Labo- langue ,Clic test :tu sais tout?,En plus : Je n'ai pas d'animal, Fêtes à la Française . PPP des livres</p> <p>Writing: Le calendrier des fêtes, Write a description of an ideal friend Yo,Je kiffe!invent more verses</p>	<p>Present tense of avoir and être Worksheet and exercises book</p> <p>Speaking: Role play: giving opinion about subjects PPP about school calendar Discussing about their own classroom Explain problems and make excuses.</p> <p>Reading: Au collège en France Des trucs pour réussir en classe PPP des livres</p> <p>Writing: Answering a letter about the own classroom a paragraph about the downs school time table</p>
	Cal 1	Cal 2	Cal 3
Humanities	<p>What is History?</p> <p>Content: What is History The purpose of History</p> <p>Concepts: Chronology Significance Interpretations</p> <p>Skills: Using Sources: 1. Citing evidence 2. Inference 3. Reliability</p> <p>Assessment: Tollund Man source work</p> <hr/> <p>What is Geography? Map Skills</p> <p>Content: Map Skills, including:</p> <ul style="list-style-type: none"> Knowledge of major world and Salvadoran features Map basics - BOLTS (Border, Orientation (north arrow), Legend (key), Title, Scale Using a key Compass direction Grid references (four figure and six figure) Latitude and longitude Distance (measuring distance using a scale) Relief and contour lines Creating maps: drawing a 	<p>Tectonics</p> <p>Content: Plate tectonics: Earthquakes, volcanoes and tsunamis.</p> <p>Concepts: Process: How do changes in one part of the Earth's crust create change? Place: How and why do different parts of the Earth's surface have different tectonic features?</p> <p>Skills: Research Communication Presentation through diagrams including annotation and labelling skills Assessing risks</p> <p>Assessment: a) Earthquake magazine b) Tectonics test</p> <hr/> <p>Mayan Civilization</p> <p>Content: What was the Mayan Civilization? How did the civilization grow? What were the reasons for the decline? What was the legacy of the Mayans?</p> <p>Concepts: Causation Significance</p>	<p>Romans</p> <p>Content: Rise and fall of ancient Rome Roman government Roman army Legacy of ancient Rome</p> <p>Concepts: Causation: How and why civilisations rise and fall? Legend: Are legends useful to historians? Sources: What do primary and secondary sources tell us about past civilisations?</p> <p>Skills: Using effective connectives and transitions in cause-effect writing Strengthen oral presentation skills</p> <p>Assessments: Romulus & Remus Storyboard Success of the Roman Army essay The Romans Knowledge Test</p> <hr/> <p>Rivers Project</p> <p>Content: Features of a river system Hydrological cycle Flooding Erosion, Transport and Deposition Processes</p> <p>Concepts: Process: How water moves through different stages of the hydrological system</p>

	<p>sketch map</p> <p>Concepts: Process: how are maps created, and what geographical techniques do they use? Place: How do maps show features of places? Additionally, advanced students may consider the concept of Power: How do map makers decide what features should appear on a map?</p> <p>Skills: In addition to the skills listed in the content, students will also develop their skills in:</p> <ul style="list-style-type: none"> Using an atlas Map reading and interpretation Creating maps <p>Assessment: Imaginary maps Map Skills Exam</p>	<p>Skills: Historical Knowledge & Understanding Source Evaluation Research Skills</p> <p>Assessment: Maya presentation Test (What is History / Mayas)</p>	<p>Process: How water erodes, transports and deposits materials</p> <p>Skills: Using key terminology of a water cycle including in cross-sectional diagram. Accurately label features of a river system.. Analyzing and interpreting hydrographs</p> <p>Assessment: This unit is not assessed for Cal purposes.</p>
	Cal 1	Cal 2	Cal 3
ICT	<p>1. Content</p> <p>Getting to Know You-Slides and FlipGrid</p> <p>Concepts Understand how to edit a Google slide: Insert images, add text options through reflective response work. Understand how to access CC licensed images Understand how to use a wysiwyg text editor in a Google Presentation, adding images and text Login to FlipGrid Understand how to produce a short video using an outline (their presentation) and customise it. Understand the need to be respectful of others online</p> <p>Skills: Basic Slide editing: add images and text boxes, insert adding images and text Extension: resize, edit images, change font size, colour Use CC licensed images, wysiwyg text editors Login to FlipGrid Create a short video using an outline (their presentation) Reply respectfully to others in the class using the flipgrid interface.</p> <p>2. Content</p> <p>Software and Storage-Operating Systems, software and networks</p> <p>Concepts Understand what a cloud service is and compare it to local storage and applications. Understand how to update Google preferences and settings Understand and utilise the various</p>	<p>MultiMedia and Research</p> <p>1. Content Global Issues Research Project-UN SDGs</p> <p>Concepts Research a relevant SDG Understand how to form an effective web search using keywords and basic boolean. Search for images licensed under creative commons Google Search Tools: Image searches for licensing and Time searches Apply Website evaluation techniques: Bias, Author, Date, Content, Cross reference Understand how to create and collaborate on a Google document. Create a singing avatar. Understand how to record and edit a video file. Understand how to render an a/v file. Understand how to cite sources in a simple bibliography.</p> <p>Skills A/V Recording Basic editing Google Docs Research and Citations</p> <p>Assessments a) Global Issue Project</p> <p>Hardware and Software</p> <p>2. Content Mac Software and Storage-Operating System, software and networks</p> <p>Concepts</p>	<p>Images and the Media</p> <p>1. Content Image Creation and Manipulation and the News (lead in to 7th grade Presentation Skills)</p> <p>Concepts Understand the difference between Pixel/raster and vector images Understand how composite images and filters can be used to modify images and send a message. Build composite vector images to convey a message using SketchPad Understand that graphic tablets and stylus can be used to design digital images. Use a graphic tablet to design an image. Understand how images can be exported as different file types and export images as different file types. Understand how to structure an effective web search using boolean operators Creation of digital artefacts for a given audience using of multiple applications across a range of devices to create and illustrate a file Integration of a variety of file types to create and illustrate a file Selection and use of the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Repurposing of digital artefacts for a given audience Understand a range of ways to use technology securely Understand a range of ways to use technology responsibly and ethically Evaluation of digital resources to determine the credibility of the author and the publisher and the timeliness</p>

<p>navigation options in GSuite. Understand how to and manage files within the GSuite environments. Be able to access Google Calendar. Understand how to create and share events on Google Calendar.</p> <p>Skills Use basic GSuite tools Create move and modify folders, use sharing settings, set up documents, add hyperlinks Access Google Calendar, Create and edit events, use views, invite guests</p> <p>3. Content</p> <p>Web Literacy Survey-Data and Spreadsheets</p> <p>Concepts Understand which Questioning structures are best for data collection and analysis Understand how to construct a Google Form Survey Understand how to analyse data collected in a spreadsheet Understand what basic functions are Know how to write basic formulas Know how to apply Filters and format spreadsheets Know how to build guild graphs and charts and understand their purpose in data analysis Understand how to perform effective searches. Understand the importance of and how to evaluate online sources. Understand how to behave in a safe and ethical way online. Understand how to create an interactive poster using google Drawings/slides, tools including layers/order, shapes, images, text and hyperlinks.</p> <p>Skills Engage in data collection Engage in primary and secondary research Apply Survey techniques for quantitative data Basic spreadsheet functions, formulas, filtering formatting and analysis Formatting: headings, fonts, spacing, conditional formatting, including those for Google Drawing tools</p> <p>4. Content</p> <p>How Computers Work Collaboration, Data input/output, programming, data representation, creativity -Hardware, Software, Storage</p> <p>Concepts Understand the difference between and identify methods and devices for Input-Output, Understand the difference between local and cloud Storage Understand the difference between Binary and ASCII.</p> <p>Skills Converting between binary and denary ASCII Images</p>	<p>Understand what operating systems are. Understand what a cloud service is and compare it to local storage and applications. Understand how to update Mac preferences and settings Understand and utilise the various navigation options in Mac Os Understand how to and manage files within the Mac Finder.</p> <p>Skills Mac- work with views, folders, keyboard shortcuts, preferences and personal settings.</p>	<p>and accuracy of digital content.</p> <p>Skills Digital illustration Use of a graphic tablet with a stylus, Basic photo editing using tools Digital image composite creation Composite Image authoring and exporting as different file types</p> <p>Programming</p> <p>2. Content Programming using colour codes and blocks with Ozobot Evo</p> <p>Concepts Understand and differentiate between Input and Output Understand and use logic, sequences, conductivity, variables, parameters, loops in programming. Program sequences using sensors, facial recognition, movement Calibrate and control programmed robot using programs and a variety of input methods</p> <p>Skills Basic block programming with Ozoblockly Basic programming using colour codes Programming for input and output: sound, touch and movement research skills</p> <p>Assessments a) Composite Image Project</p> <p>Global Systems</p> <p>3. Content Introduction to GPS technologies and their applications</p> <p>Concepts Understand how GPS works</p> <p>Skills Google Earth/Maps Using GPS to for location</p>
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	Assessment Web Literacy/Data project <ul style="list-style-type: none"> • Create an interactive poster using google Drawings • Surveys - effective data collection • Spreadsheets • Google Slide eBooks 		
	Cal 1	Cal 2	Cal 3
Mathematics	<p>S1: Angles</p> <p>Content: Recognising and measuring angles. Using angle relationships to calculate unknown angles.</p> <p>Concepts: Degrees as a measure of an angle, Types of angles (acute, obtuse, reflex), Angle properties on a line, at a point, and angle sums in a triangle, quadrilateral and other polygons (n-2) x 180. Parallel and perpendicular lines</p> <p>Skills: Accurately draw and measure angles using a protractor. Recognise types of angles on diagrams. Calculate missing angles using angle sums and properties for straight lines, points triangles, quadrilaterals etc.</p> <hr/> <p>N1: Fractions</p> <p>Content: A fraction as part of whole, Equivalent Fractions</p> <p>Concepts: Numerator and denominator. Fractions as a division. Equivalent fractions, Adding fractions, Ratios of quantities as fractions, Mixed numbers and improper fractions, Fraction decimal percentages conversions.</p> <p>Skills: Understanding the meaning of the numerator and the denominator. Adding and subtracting fractions with the same and with different denominators, Calculating fractions of amounts, Ordering fractions, Simplifying fractions, Writing quantities as fractions of each other, Converting between mixed numbers and improper fractions, Converting between fraction decimal and percentages</p> <p>Assessment: Exit tickets and end of cal written test</p> <hr/> <p>N2: Types of Number and Powers</p> <p>Content:</p>	<p>N4: Negative Numbers</p> <p>Content: Negative numbers as an extension of the number line</p> <p>Concepts: Directed (positive and negative) numbers, Adding, subtracting, multiplication and division patterns.</p> <p>Skills: Using directed numbers in practical situations, Understanding rules for directed numbers</p> <hr/> <p>A1: Sequences and Functions</p> <p>Content: Functions as operations. Patterns and sequences</p> <p>Concepts: Multiples and other sequences, Patterns in sequences, Number machines, Formulas, Patterns for next and future terms.</p> <p>Skills: Generating sequences from a formula, Understanding Term to term rules and Position to term rules.</p> <hr/> <p>S4: 2D shapes and nets of 3D shapes</p> <p>Content: Recognising 2D shapes. Representing 3D shapes by nets</p> <p>Concepts: Properties of triangles quadrilaterals and other 2 dimensional shapes. Tessellations.. Nets of solids.</p> <p>Skills: Understand properties of 2D shapes, Recognise the difference between shapes, Tessellate shapes. Draw nets of 3D shapes</p> <hr/> <p>A2: Coordinates and Graphs</p>	<p>HD1: Averages & Displaying Data</p> <p>Content: Representing data by charts and averages</p> <p>Concepts: Data collection sheets, Bar line graphs, bar charts, two way tables and pictograms. Frequency tables including grouped data. Mean, mode median and range.</p> <p>Skills: Designing and using data collection strategies Interpreting different charts and diagrams. Making appropriate inferences. Recognising when to use mean, mode or median to represent data. Identifying a data methodology to answer a question. Comparing two simple data distributions</p> <hr/> <p>N6: Percentages</p> <p>Content: Relationship between fractions, decimals and percentages</p> <p>Concepts: Percentages as fractions and decimals. Percentages of amounts and shapes. Percentage increases and decreases.</p> <p>Skills: Finding 50%, 25%, 10%, 5% and multiples of these percentages. Converting between fractions, decimals and percentages. Calculating simple percentage increases and decreases (50%, 25%, multiples of 10%).</p> <hr/> <p>A4: Equations</p> <p>Content: Solving more complex linear equations</p>

Identifying properties of numbers

Concepts:

Multiples, factors, primes, square numbers, cube numbers, indices or powers, square roots, common multiples and Lowest Common Multiple (LCM), common factors and Highest Common Factor (HCF), Numbers as a product of a prime

Skills:

Fluency in finding multiples, Finding LCM of two numbers. Testing for factors by division, Finding HCF of two numbers. Using methods to identify prime numbers, Recognising there are two square roots of a square number. Expressing a number as a product of prime numbers

S2: Perimeter Area & Volume

Content:

Lengths and areas

Concepts: Units of measurement - length, mass, capacity. Area of shapes, rectangles, triangles and compound shapes. Units of area,

Skills:

Reading scales, converting between metric measurements, Understanding concept of an area, Finding areas of other shapes

N3: Number Operations

Content:

Number bonds and patterns including decimals with 10, 100, 1000

Concepts:

Number bonds - mental and written methods for addition, subtraction, multiplication and division of two numbers, Multiplying and dividing by 10, 100, 1000. Order of operations.

Skills:

Developing mental and written methods, Recognising multiples of whole and decimal numbers. Understanding orders of operation.

Assessment for Cal:

30% Angles project
40% MyiMaths Tasks
30% Explanations of questions via video.

Content:

Coordinates in 2D (xy) space, Equations of lines in 2D space

Concepts:

Coordinates in the first quadrant and all four quadrants (using negative numbers). Two step function machines. Lines in xy space.

Skills:

Plotting points, Drawing equations of horizontal, vertical and other straight lines, Finding equations of lines. Recognising parallel lines and y-intercepts.

S3: Transformations

Content:

Reflecting and translating 2D shapes

Concepts:

Classifying quadrilaterals. Translations and Reflections in lines. Lines of symmetry. Congruent shapes. Vectors as a tool for describing a translation.

Skills:

Carrying out different transformations. Recognising reflection and rotational symmetry

N5: Rounding and Decimals

Content:

Making reasonable approximations. Four rules with decimal numbers.

Concepts: Rounding numbers to the nearest 1000, 100 and 10. Approximations to 1 or 2 decimal places. Multiplying and dividing by 0.1, 0.01 etc. Multiplying and dividing decimal numbers

Skills:

Ordering decimals, Estimating answers using rounded values and using them to check precise calculated answers. Extending 4 rules with whole numbers to decimal numbers.

A3: Expressions

Content:

Using letters as variables or unknown quantities.

Concepts: Letters as algebraic variables. Simple formulas. Word puzzles, Linear expressions and simple linear equations. Brackets and order of operations.

Skills:

Simplifying expressions with like terms, Solving simple equations. Constructing linear expressions. Expanding simple

Concepts:

Missing number word problems, Inverse operations, Linear equations with letters on both sides.

Skills:

Solving number puzzle problems, Deriving and using simple formulas, Using balancing to solve more complex equations. Relating equations to real life situations.

N7: Ratio and Proportion

Content:

Ratios and proportions to compare quantities. Equivalent ratios

Concepts:

Ratio notation, Ratios in simplest terms, Ratios as scales, Proportions.

Skills:

Finding and simplifying ratios, Calculating and maintaining ratios or proportions, Using scales for plans and maps to calculate lengths, Dividing amounts in a given ratio

S5: Constructions

Content:

Using instruments to accurately construct shapes. Loci

Concepts:

Angles and lengths. Locus of points. Constructing triangles.

Skills:

Constructing triangles, Recognising locus of points.

Assessment for Cal:

20% Data project
40% Non-calculator end of Cal assessment
40% Calculator End of Cal assessment

		brackets and recognising equivalence Assessment for Cal: 30% Angles project 40% MyiMaths Tasks 30% Explanations of questions via video.	
	Cal 1	Cal 2	Cal 3
Music	<p>Unit 1 - Theory</p> <p>Content:</p> <p>Exploration of theoretical components of music through class workshops, activities and performance opportunities. Application and use of appropriate notational devices, rudiments through worksheets, performance and evaluation of theoretical components of Music. Introduction of the voice as a musical instrument. Study of different choir groups and voice types for both solo and ensemble applications. Pitching of major scales up to a 5th. Comparison of different vocal types through class based work.</p> <p>Concepts:</p> <p>Learning to read treble clef fluently and recognise other clef types. Develop a deeper understanding about the context of rhythmic notation and its use.</p> <p>Develop a deeper understanding about vocal music and its history. Listen with increasing discrimination to vocal music from various genres and styles around the world. Understand about the interrelated dimensions of music through analysis of major tonalities.</p> <p>Skills:</p> <p>Research skills Independent study and practice Self evaluation Voice recognition Singing independently. Pitching in tune.</p> <p>Assessment:</p> <p>1.1 Rhythm test online 20%</p> <p>1.2 1.3 1.4 1.5</p>	<p>Elements of Music and Instruments of the Orchestra</p> <p>Content:</p> <p>Exploration of the musical elements - pitch, dynamics, tempo, texture, timbre, articulation Composition and listening activities. The instruments of the orchestra</p> <p>Concepts:</p> <p>Orchestration, Composition and performance, Orchestral timbres</p> <p>Skills:</p> <p>Research skills peer and self assessment/evaluation Listening skills Independent practice Composition skills</p> <p>Assessment:</p> <p>Elements of Music listening 33% Storyboard composition 33% Google form test 33%</p>	<p>Unit 3- Latin Music</p> <p>Content:</p> <p>Exploration of Latin music, instruments and styles. Introduction of ostinato and syncopation. Listening to Cuban and Mexican styles. Instrument recognition. Performance opportunities on tuned percussion both in solo and ensemble contexts.</p> <p>Concepts:</p> <p>Develop a deepening understanding about Cuban music, its history and importance. Listen with increasing discrimination to Latin Music. Perform with increasing accuracy Colombian music both in solo and ensemble contexts. Compose using rhythms and devices common to Latin styles. Use relevant stave notation.</p> <p>Skills:</p> <p>Instrument recognition Rhythm recognition Solo and ensemble performance writing using notation Self and peer evaluation Research skills</p> <p>Assessment:</p> <p>3.1- Cuban instruments Poster 3.2- Cuban Music Genres Listening 3.3- Colombian Music, Solo Performance. (Marimba) 3.4- Latin Ostinato Composition 3.5- Colombian Music ensemble.</p>

	Cal 1	Cal 2	Cal 3
Science	<p>Unit 1B: 7.2 CHEMISTRY:</p> <p>Content: Materials and their properties Solids, liquids and gases</p> <p>Concepts: Particle theory States of Matter</p> <p>Skills: Lab Skill Focus: Tables & Graphs (Changing State)</p> <hr/> <p>Unit 1A: 7.1 BIOLOGY</p> <p>Content: Living Things- Characteristics Cells - Type, structure and functions Tissues, organs and organ systems</p> <p>Concepts: Organisation of the Organism Cells Movement</p> <p>Skills: Thinking Skills Assessment Task (Bio)</p> <hr/> <p>Unit 1C: 7.3 PHYSICS</p> <p>Content: Types of Energy & Energy Transformations</p> <p>Concepts: Energy transfer Heating & Cooling</p> <p>Skills: Lab Skills Focus: Analysis of data</p>	<p>Unit 2A BIOLOGY:</p> <p>Content: Microorganisms and disease The work of Louis Pasteur Body Defences</p> <p>Concepts: Body Defence The Micro-world</p> <p>Skills: Lab Skill Focus: Conclusion & Evaluation</p> <hr/> <p>Unit 2C CHEMISTRY:</p> <p>Content: Metals and non-metals-Everyday materials and their physical properties</p> <p>Concepts: Reactivity</p> <p>Skills: Research & Self-Management Skills Task</p> <p>Unit 2B PHYSICS:</p> <p>Content: The Earth & Beyond-Types of rock and soil The structure of the earth Fossils and fossil record Planetary movement</p> <p>Concepts: Earth Structure Universe Earth Resources</p> <p>Skills: Lab Skill Focus: Conclusion & Evaluation</p> <p>Overall Assessment of CAL:</p>	<p>Unit 3B CHEMISTRY</p> <p>Content: Acids and bases Using the PH scale</p> <p>Concepts: Acids and Bases Types of Reactions</p> <p>Skills: Lab Skill Focus: Planning an Experiment</p> <hr/> <p>Unit 3A: BIOLOGY</p> <p>Content: Habitats and environment-Adaptation Humans and the natural environment</p> <p>Concepts: Interdependence Communities & Ecosystems</p> <p>Skills: Lab Skill Focus: Planning an Experiment</p> <hr/> <p>Unit 3C: PHYSICS</p> <p>Content: Forces and their Effects</p> <p>Concepts: Contact and Non-Contact Forces Speed Gravity</p> <p>Skills: Lab Skill Focus: Planning an Experiment</p> <p>SCIENCE FAIR PROJECT (3 WEEKS)</p> <p>SUMMER UNIT (Post CAL Exam)-Space</p>

	Overall Assessment of CAL: <ol style="list-style-type: none"> Multiple Choice Quizzes (5% for each Science[bio/chem/physics] - 10q's) 15% 6-mark questions (10% for each science [bio/chem/physics] Test 30% 2 x Lab Reports (30%) ATL (Approaches to Learning) Skills Task 15% Online participation (10%) 	<ol style="list-style-type: none"> Multiple Choice Quizzes x 2 (15%) 6-mark questions x 2 (30%) 2 x Lab Reports (30%) ATL (Approaches to Learning) Skills Task 15% Online participation (10%) 	Overall Assessment of CAL:
	Cal 1	Cal 2	Cal 3
Spanish	CONTENIDOS <ul style="list-style-type: none"> El texto y sus componentes <ul style="list-style-type: none"> Los géneros literarios. Subgéneros narrativos Género narrativo: el cuento maravilloso y el popular: tema, narrador, estructura, personajes, ambiente. La comunicación: circuito de la comunicación, lenguaje, lengua y habla, lenguaje verbal-no verbal Estructura de las palabras: diferencia en fonemas, grafemas, morfemas, diminutivos, aumentativos, despectivos, compuestas-parasintéticas. El sustantivo: definición, clasificación, género y número, patronímicos, gentilicios El adjetivo: definición, grados, género y número La descripción literaria. Tipos de descripción El diario personal (de campo) y la biografía. CONCEPTOS <ul style="list-style-type: none"> Géneros literarios Texto y componentes 	CONTENIDOS <ul style="list-style-type: none"> La entrevista (encuesta) Palabras sinónimas, antónimas, polisémicas, campos semánticos, parónimos y homónimos. Miscelánea de los viajes de Gulliver (noticia, descripción, diario personal, guía urbana, folleto publicitario) La fábula El adverbio Miscelánea Puntuación: el punto, la coma, dos puntos, punto y coma, etc. El verbo: definición, raíz, desinencias, persona, número, tiempo, modo. Género poético: definición, métrica, rima, figuras literarias, ley del acento final, licencias poéticas (sinalefa, hiato) Aplicación de análisis métrico y de contenido. Lenguaje denotativo y connotativo. La argumentación CONCEPTOS <ul style="list-style-type: none"> Texto y componentes 	CONTENIDOS <ul style="list-style-type: none"> Análisis poético. Taller: oda, caligrama, pictograma y acróstico. Introducción al género dramático. Guion teatral. El cómic o historieta. Registros lingüísticos: formal-informal, culto. Neologismos y arcaísmos. La oración: actitud del hablante. La oración: sujeto y predicado. Uso de letras: H, G-J, LL-Y, X-S. CONCEPTOS <ul style="list-style-type: none"> Oda Caligrama Pictograma Guión teatral Dramatización Cómic, historieta Neologismos Arcaísmos HABILIDADES Y ANÁLISIS <ul style="list-style-type: none"> Crear y redactar Odas, caligramas y pictogramas. Actuaciones dramáticas Crear historietas

	<ul style="list-style-type: none"> • Cuento maravilloso • Cuento popular • Circuito de la comunicación. • Mapas conceptuales <p>HABILIDADES Y ANÁLISIS</p> <ul style="list-style-type: none"> • Expresión oral • Creación de cuento maravilloso y noticias <p>EVALUACIONES</p> <ul style="list-style-type: none"> • Redacción creativa de un cuento 40% • Grabación oral de una adaptación 40% • Prueba objetiva 20% 	<ul style="list-style-type: none"> • Cuento maravilloso • Cuento popular • Afiche • Circuito de la comunicación. • Diminutivos • Aumentativos <p>HABILIDADES Y ANÁLISIS</p> <ul style="list-style-type: none"> • Expresión oral • Crear cuentos fantásticos • Identificar vocabulario connotativo. <p>EVALUACIONES</p>	<ul style="list-style-type: none"> • Taller de escrituras poéticas <p>EVALUACIONES</p>
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