Physical & Health Education: Unit Title	Duration	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry:	MYP Objectives Assessed	ATLs Taught	TEKS/ AP/ Content	Summative Assessment /Criteria	Service	Learner Profile
Fitness/Aerobics –											
MYP 4/5 with King						A, B, C, D	III. Organization: goals challenging & realistic, plan	1 2 2 4 5	written test		
Aerobic-Cardio Activities	12 weeks	Change, Development	Movement	Personal & Cultural Expression	The intensity of cardio movements increase fitness levels.	А, В, С, П	strategies; IV. Affective: managing state of mind	1, 2, 3, 4, 5	Planning routine skills evaluation reflection		
	6 weeks	Aesthetics	Choice	Identities and Relationships	The food choices you make may change your physical, spiritual, mental, and social health	A, C, D	VI. Information literacy skills: VIII. Critical thinking skills: evaluate & manage risk X. Transfer skills	4.A; 5.F; 3.C, D	Skill Performance Food Groups		
Nutrition	O WEEKS	Acstrictics	CHOICE	Relationships	Development and growth are a reflection of	A, B, C, D	III. Organization skills	1.A,B; 2.A,B,C,D; 3.A,B,	Test		
Spring Aerobics	18 weeks	Development	Choice, Movement	Personal & Cultural Expression	ones choice of movement and personal expresssion- improved fitness levels.		IV. Affective skills V. Reflection skills	C,D,E,F,G,H; 4.A,B,C,D; 5.A,B,C,D	Plan Skill performance Reflection		
Outdoor Education – MYP 4/5 With King	one semester										
2016-17 Fitness* state assessment in spring	*16 weeks	Change	Energy; Movement	Identities and Relationships	The energy required for movement may change in personal, physical, spiritual, mental and social health.	А, В	I. Communication: feedback, writing: Vill. Critical Thinking Skills: recognize patterns; IX. Creative Thinking skills: brainstorm, multiple alternatives; X. Transfer skills: utilizing skills & knowledge in multiple contexts	C-3-A,B,C, C-5-A, C-5-B B-1, C-2-A,C-2-B,C-4-C	Fitness- Stages of personal fitness		
Outdoor Ed Skills	16 weeks	Relationships	Environment	Globalization and	The connections between relationships and the environment emphasize personal opportunities and impact on the environment	C, D	I. Communication: effective communication, take notes; II. Collaboration: cooperative teams, take responsibility; III. Organization: strategies to organize	1, 2, 3, 4	Leisure activities Unit Performance Reflection		
Team Sports – MYP	10 Weeks	Relationships	Liviloimene	Sustamusmey	opportunities and impact on the environment	0,0	in organization strategies to organize	2, 2, 3, 4	neneeson		
4/5											
2016-17 Fitness* state assessment in spring	*36 weeks	Change	Energy; Movement	Identities and relationships	The energy required for movement may change in personal, physical, spiritual, mental and social health.	A, B	I. Communication: feedback, writing; VIII. Critical Thinking Skills: recognize patterns; IX. Creative Thinking skills: brainstorm, multiple alternatives; X. Transfer skills: utilizing skills & knowledge in multiple contexts	C-3-A,B,C, C-5-A, C-5-B B-1, C-2-A,C-2-B,C-4-C	Fitness-Stages of personal fitness		
Group Games-large group	16 weeks	Change	Energy; Movement	Identities and relationships	How does my participation and attitude contribute to the success of my team? How do concepts of force and motion affect the skill performance in a game situation?	A, B, C, D	I. Communication: effective communication; inferencing & conclusions; make summary notes V. Reflection: consider content, breakdown of skill	116.56 A,B,C	Volleyball/soccer test Coaching a skill Unit performance Reflection		
0 10	18 weeks	Communication	Adaptation; Movement; Space	Fairness and Development	Effective movement within a space is determined by communication and fairness	A, B, C, D	I. Communication: feedback, writing, negotiate ideas/ knowledge; II. Collaboration: collaborative teams, fair/equitable, listen actively, leadership	C-1: a C-2: a,b,c,d,e C-6: a,b,c,d	Handball/Floor hockey test Plan for performance Skill assessment Skills Reflection		
HS Lacrosse – MYP 4/5											
2016-17 Fitness* state assessment in spring	*36 weeks	Change	Energy; Movement	Identities and relationships	The energy required for movement may change in personal, physical, spiritual, mental and social health.	А, В	I. Communication: feedback, writing; VIII. Critical Thinking Skills: recognize patterns; IX. Creative Thinking skills: brainstorm, multiple alt X. Transfer skills: utilizing skills & knowledge in mul		Fitness- Stages of personal fitness		
Lacrosse Fitness	10 weeks-(overlap	Development	Adaptation Function	Scientific and technical innovation	To properly adapt to the game of lacrosse your personal fitness must be developed in a way that the function of your skills is specific to the sport.	A, C	VIII. Critical thinking skills	116.56 Team Sports 1.A-B, 2.A-E, 3.A-D	Rules A: Research, explanation C: Performance		
Skill Development	12 weeks	Change	Choice Refinement	Scientific and technical innovation	Through technical adaptation we will measure our progress by choosing individual skills within the game of lacrosse that need refinement and change our skill level by using developmental techniques to reach our goal.	A, B, D	III. Organization skills IV. Affective skills V. Reflection skills	1, 2, 2007	A; Rules/Referee Assessment B: Planning for performance D: Reflecting and improving performance		
Game Situations 8thgrade Lacrosse	16 weeks	Relationships	Movement Refinement	Identities and relationships	To refine the way we play lacrosse and move during a game we must identify our personal strengths and weaknesses and create a relationship with our team to be successful.	B, C, D	II. Collaboration skills; V. Reflection skills X. Transfer skills	4.A-F, 5.A-C, 6.A-D	Scrimmage A: Catching and throwing explanation B: Goal setting C: Game play D: Reflection		
	One semester										

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Introduction to			Adaptation	Fairness and	To promote fairness and development of all players it is important to adapt to the changes in movement and performance of the skills of		I. Communication skills III. Organization skills IV. Affective skills	116.24 PE Grade 8		
Lacrosse	12 weeks*	Change	Movement	Development	lacrosse.	A, D	X. Transfer skills	5.A-D, 6.A-B	Video and explanation	
Skill Development	12 weeks*	Change	Choice Refinement	Scientific and technical innovation	Through technical adaptation we will measure our progress by choosing individual skills within the game of lacrosse that need refinement and change our skill level by using developmental techniques to reach our goal.	B, D	III. Organization skills IV. Affective skills V. Reflection skills	116.24 PE Grade 8 2.A-G	Drills, Video B: Drills D: Video explanation	
Game Situations	12 weeks*	Relationships	Movement Refinement	Identities and relationships	To refine the way we play lacrosse and move during a game we must identify our personal strengths and weaknesses and create a relationship with our team to be successful.	С	I. Collaboration; V. Reflection skills X. Transfer skills	116.24 PE Grade 8 1; 2; 6	Refine and practice the movement skills needed in the game of lacrosse.	
8th grade-PE, MYP 3_Dance	One semester									
Connection between Mind and Body	18 weeks	Connections	Expression interpretation	Identities and relationships	Connections in dance may be expressed in movements through the interpretation of dance technique with growth in the appreciation of dance aesthetic.	A, B, C, D	V. Reflection Skills X. Transfer Skills	8.1,8.4-8.5	A-Test B-Technique progress (Video) C-Project B-D Self-evaluation of B-D	
Connection between the mind and body- choreography	18 weeks	Connections	Audience Presentation	Personal and cultural expression	Having correct form while presenting movement to an audience may be essential to sustaining the beauty of dance	A, B, C, D	I. Communication skills II. Collaboration skills VII. Media literacy skills IX. Creative Thinking skills	8.1-5	A- technique vocabulary, application of technique to the body.  B- stretch routine C- creation of movement of any dance style of their choice as a reflection of the chosen current event. D- Evaluation	
8th grade-PE, MYP 3	One semeter repeats									
Individual Life skills- Logic and environmental influences on choice	8 weeks	Relationships	Choice Environment	Identities and relationships	Logical and environmental factors may influence lifestyle choices.	A, B, C, D	Communication skills     II. Collaboration skills     III. Organization skills     III. Vaffective skills     V. Affective skills     V. Reflection skills	8.2,3,4,7	Presentation of knowledge of Life skill (student's choice of format)-A Plan for performance, project that represents progress and demonstration of life skill (video), Evaluation of Performance-BC Reflection on A, B or C-D	
Team Games 3- Logical and environmental influences in fairness	9 weeks	Communication		Fairness and development	Modifications in components of systems may result in the alteration of interactions to reestablish the balance of fairness.	A, D	I. Communication skills III. Organization skills V. Reflection skills	8.1, 8.2	Essay Reflection on impact on performance	
Exploration of Aerobic Movement	8 weeks	Creativty	Function Movement	Personal and cultural expression	The function of a movement in a series of movements may be determined by personal creative expression.	B, D		8.1, 8.2		
7th grade-PE, MYP 2	One semester repeats									
Individual Life Skills- Enjoyment and challenges in lifelong physical activities	9 weeks	Change	Balance Refinement	Identities and relationships	The transformation of lifestyle choices into lifelong physical activities may require balance and refinement.	A, B, C, D	X. Transfer Skills III. Organization skills V. Reflective Skills	7.3-7.5,7.7	Written Test on Academic language and MYP Unit content-A Plan for performance, project that represents progress and demonstration of life skill (video), Evaluation of Performance-B,C Reflection on A, B or C-D	
Team Games Year 2	9 weeks	Connections	Functions Systems	Orientation in space and time	Sets of interacting or interdependent components each have a function that establish connections to create a system of exchanges and interactions.	A, C	I. Communication skill VIII. Critical thinking skills IV. Affective skills	7.1-7.7	Ultimate Frisbee game Presentation on rules of the games, offense, defense and communication	
6th grade-PE, MYP 1	One semester repeats									
Goal Setting	6 weeks*	Change	Adaptation Energy	Identities and relationships	Adapting while utilizing energy may result in a production of change in personal and physical health.	A, B, C, D	III. Organization: set goals challenging & realistic, documentation; IV. Affective:bounce back- push self; V. Reflection:i.d. personal learning strengths /weaknesses; recording	6.3.A,B,C,D; 6.4.A,B,C,D, E,F,G,H,I; 6.5.A, B, C, D	Test Product & Reflection Workstations	
16-17 Team & Group Games (Year 1) - Investigation of Teamwork Through Interaction and Movement	18 weeks *Units run concurrently	Relationships	Environment Interaction Movement	Identities and relationships	Identifying relationships to your team and environment	A, B, C, D	I. Communication:teammate planning play development; II. Collaboration:leadership rotation, encouragement; IX. Creative Thinking Skills:novel ideas & perspective X. Transfer Skills:utilizing skills & knowledge in multiple contexts	6.1-6.7	Test Construct and outline a personalized station workout Presentation Reflection	

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			Related	Global		Objectives		TEKS/ AP/			
Arts: Unit Title	Duration	Key Concept	Concept(s)	Context	Statement of Inquiry:	Assessed	ATLs Taught	Content	Summative Assessment /Criteria	Service	Learner Profile
Does this match the title in ManageBac?		Does it have ONE Key Concept?	Does it have one or two related concepts?	Does it have a G.C. and an exploration identified?	How are the key concept, related concept and G.C./exploration connected to create this big idea?		Which ATL's are specifically taught in this unit?				
Performing Arts											
Dance MYP 4/5- Henry											
Connection		Connections	Expression	Personal and	Connections between the mind and	A, B, C, D	I. Communication skills	Dance II-	Turn Test		
between Mind and Body	18 weeks		Role	cultural expression	body may require distinguished roles to create and express movement.	,,,	II. Collaboration skills	1.A, C, D; 2.A, B, C, D; 3.A, B, C, D; 4.A, B, D; 5.C, D	Routine Ballet Positions Creating routine A-Test B-Technique progress (Video) C-Project B-D Self-evaluation of B-D		
Dance year 4,5-		Creativity	Composition	Personal and	Personal and cultural expression is a	A, B, C, D	IV. Affective skills	C(1-5)	A-Test		
Choreography and Performance	18 weeks		Presentation	cultural expressions	form of creativity that may be reflected in an composition's presentation to an audience.		V. Reflection skills		B-Demonstration of group choreography C-Creation of Group choreography D-Self-evaluation of participation in Spring Show performance		
Beginning Choir N	MYP 4/5- Faleiro										
J 0 1 1 1	,. ,.,		Structure	Personal and	The understanding of the language of		I. Communication skills				
		Development		Cultural	the subject can increase our rate of		II. Collaboration skills				
Choir vocabulary	3 Weeks	<u> </u>	<u> </u>	Expression	learning.	A, B	IV Constitute Thirty 199	9(2), 9(3)	Quiz		
Concerts	15 weeks	Development	Expression Presentation	Orientation in space and time	The process is more important than the final product.	C, D	IX. Creative Thinking skills	9(1), 9(2), 9(3), 9 (4), 9(5)	Performance/ Project		
Concerts	15 WEEKS		Expression	Orientation in	The process is more important than	С, Б	IX. Creative thinking skills	9(1), 9(2), 9(3), 9	1 criorinance/ 1 roject		
Concerts	15 weeks	Form	Presentation	space and time	the final product.	C, D	V. Responding- reflection	(4), 9(5)	Performance/ Project		
		Culture	Expression	Personal and Cultural	All cultures find expression in the same art forms. Students will identify the commonalities in music cultures		IX. Creative thinking skills V. Responding- reflection				
World Music	3 weeks			Expression	from various countries.	A, B		9(4)	Presentation and report		
Theatre II MYP 5-	Maddocks										
Advanced					Though continued on the to		II. Collaboration skills	14 10 15 15 24			
Improvisation: Comedy and				Identities and	Through creative play, we are able to better understand our own identities			1A,1D, 1E, 1F, 2A, 2C, 2D,3A, 3B,3C,			
Drama	7 Weeks	Creativity	Innovation, Play		and our relationships with others.	С		3D,4A, 5A	Perform a series of improvisations and games		
Advanced Pantomime and Mime: Cultural Awareness	4 Weeks	Communication	Interpretation, Audience, Expression	Personal and Cultural Expression	Pantomime and Mime allow the performer to use a deeper method to communicate personally and culturally through physical expression.	В	IV. Affective skills, V. Reflection skills, IX. Creative thinking skills, X. Transfer skills	1A,1B, 1C,1D, 1F, 2B, 2C,3B, 4A, 5A	Interpret a fairy tale using only mime technique		
Advanced Puppetry: Putting It Together	3 Weeks	Aesthetics	Composition, Presentation	Identities and Relationships	Puppetry provides a sense of individual identity, but also a collective identity that can produce an aesthetic meaning and beauty.	D	II. Collaboration skills	1D,1F, 2A,2C, 2D, 3B, 3C,3D, 4A, 5A	Create a bunraku style puppet and perform a puppet show with a group		
1 Together	5 110005	- restrictes	- resemention	- iciationships	Fair evaluations of talent are filtered		VIII. Critical thinking skills	, 50,55, 11,511	Pupper snow man a Broady		
Historical World Cinema	2 Weeks	Perspective	Audience, Narrative	Fairness and Development	through our perspectives and shaped by our backgrounds and our empathy.	D		4A, 4B, 4C, 4D, 5A, 5C, 5D	Evaluate the acting choices in a classic movie		
Duets: Revealing Relationships	3 Weeks	Relationships	Boundaries, Role	Identities and Relationships	Relationships are based on our understanding of ourselves, our identities, and our concept of "the other"; what we share and what divides us.	A	II. Collaboration skills, VI. Information literacy skills, VII. Media literacy skills	1A,1C, 1D,1E, 1F, 2A, 2B,2C, 3A,3B, 5A	Memorizing and character analysis, duet scene		
Proxemics: Pushing Away	3 Weeks	Connections	Boundaries, Expression	Scientific and Technical Innovation	Proxemics is the science of the relationships of objects in space and the connection that pushes or pulls us from each other.	В	II. Collaboration skills, III. Organization skills, IV. Affective skills	1A, 1B, 1C, 2A, 2B, 2C, 2E, 5B, 5F	Film a short monologue performance demonstrating the use of proxemics		
The Art of Directing	5 Weeks	Communication	Audience, Interpretation, Narrative	Personal and Cultural Expression	Directing allows for communication through the creative personal expression of others.	C, D	II. Collaboration skills, III. Organization skills	1D, 1E, 2A, 2D, 2F, 3D, 3E	Stage and direct a short scene		
Performance: Reflection and Revision	10 Weeks	Change	Presentation, Role, Expression	Personal and Cultural Expression	Personal and cultural expression must change as our understanding of self changes.	A	IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VII. Media literacy skills	1A, 1B, 1C, 1D, 1G, 2B, 3D, 3E, 4B, 5B, 5F	Create a performance reel		
Tech Theatre II M	IYP 5- Maddocks										
Theatre Safety	1 Weeks	Time, Place, and Space	Boundaries	Scientific and Technical Innovation	Boundaries keep us safe.	A	II. Collaboration skills, X. Transfer skills	1B – D; 2F	Rules Video		
Props: Creation	5 Weeks	Creativity	Innovation, Structure	Personal and Cultural Expression	Creative expression is more important than purpose and structure.	D	IV. Affective skills, V. Reflection skills, IX. Creative thinking skills, X. Transfer skills	2A; 4A-C; 5E, F, H	Useful Prop Project		

				Scientific and						
Set Design &			Interpretation,	Technical	Set design shows practical evidence			1A-E; 2A-J; 3A;		
Construction	6 Weeks	Development	Genre	Innovation	of technical innovation.	С	II. Collaboration skills	4A; 5A, C-F	Set Design Project	
Advanced			Interpretation,	Globalization and	The global origins of costumes have			1A, D, E; 2A-J; 3C;		
Costume Design	6 Weeks	Culture	Innovation	Sustainability	inherent meaning and interpretation.	В	VIII. Critical thinking skills	4A-B; 5A, C-F	Period Costume Design	
Advanced			Audience.	Personal and Cultural	The aesthetic value of light allows for		II. Collaboration skills, VI. Information literacy skills,	1A, C, E; 2A-I;3C;		
Lighting Design	6 Weeks	Aesthetics	Composition	Expression	personal expression.	D	VII. Media literacy skills	4A-B; 5A, C-E	Photography Project	
0 0 0			•	•			IV. Affective skills,			
			Expression,	Personal and			V. Reflection skills,			
Advanced Sound Design	6 Weeks	Form	Role, Presentation	Cultural Expression	The atmospheric value of sound allows for personal expression.	С	VI. Information literacy skills, VII. Media literacy skills	5A, G - I	Live Effect - Scary Story Audiobook	1
Leadership:	0 WCCKS	TOTH	Tresentation	Scientific and	anows for personal expression.	-	VII. Media interacy skins	JA, 0 - 1	Elve Ellect - Scary Story Addiobook	
Revision and			Innovation,	Technical	Innovation and design are necessary			1A-E; 2A-J; 3B; 4C;		
Design	6 Weeks	Development	Composition	Innovation	for creation and development.	A, B	II. Collaboration skills	5A, C-F, H	Team Leadership: Build Project	1
Theatre I MYP 4-	Maddocks									
Improvisation:					Through creative play, we are able to			1A,1D, 1E, 1F, 2A,		
Comedy and	7.3371	C		Identities and	better understand ourselves and our	С	H. Callahamadan aktila	2C, 2D,3A, 3B,3C,	P. C	1
Drama	7 Weeks	Creativity	Innovation, Play	Relationships	relationships with others.  Pantomime and Mime allow the	L C	II. Collaboration skills IV. Affective skills.	3D,4A, 5A	Perform a series of improvisations and games	
Pantomime and			Interpretation,	Personal and	performer to use a different method to		V. Reflection skills,			
Mime: Cultural			Audience,	Cultural	communicate through physical		IX. Creative thinking skills,	1A,1B, 1C,1D, 1F,	Perform a mime interpretation of a descriptive	
Awareness	4 Weeks	Communication	Expression	Expression	expression.	A, B	X. Transfer skills	2B, 2C,3B, 4A, 5A	word	
D.mar.			Commercial	Idontities 3	Puppetry provides a sense of			1D 1E 24 2C 2D	Create on individual pure of the created and	
Puppetry: Finding Identity	3 Weeks	Aesthetics	Composition, Presentation	Identities and Relationships	individual identity that can produce an aesthetic meaning and beauty.	D	II. Collaboration skills	1D,1F, 2A,2C, 2D, 3B, 3C,3D, 4A, 5A	Create an individual puppet show and perform for a small audience	
					Fair assessments of talent are filtered	_		,,,,		
			Audience,	Fairness and	through our perspectives and shaped			4A, 4B, 4C, 4D, 5A,		
World Cinema	2 Weeks	Perspective	Narrative	Development	by our backgrounds.	B, D	VIII. Critical thinking skills	5C, 5D	Evaluate the acting choices in a movie	
Monologues:			D danie	Identities and	Identity is based on our understanding		II. Collaboration skills, VI. Information literacy skills,	1A,1C, 1D,1E, 1F, 2A, 2B,2C,	Managinia and danger and a	
Connecting to the Audience	10 Weeks	Relationships	Boundaries, Role, Audience	Relationships	of ourselves, in spite of any relation to others.	A, B	VI. Information literacy skills, VII. Media literacy skills	2A, 2B,2C, 3A,3B, 5A	Memorizing and character analysis, monologue	
			,			,-	IV. Affective skills,	,,		
Performance:				Personal and	Personal and cultural expression must		V. Reflection skills,	1A, 1B, 1C, 1D, 1G,		
Reflection and	10 Weeks	Ch	Presentation,	Cultural	change as our understanding of self	A, C, D	VI. Information literacy skills, VII. Media literacy skills	2B, 3D, 3E, 4B, 5B,	Monologue performances, Duet performance,	
Creation		Change	Role, Expression	Expression	changes.	A, C, D	VII. Media literacy skills	5F	and revision performance	
Tech Theatre I M	YP 4- IVIaddocks									
Introduction:		Time, Place, and		Scientific and Technical			II. Collaboration skills,			
Theatre Safety	1 Weeks	Space	Boundaries	Innovation	Boundaries keep us safe.	A	X. Transfer skills	1B - D; 2F	Rules Video	
							IV. Affective skills,			
				Personal and			V. Reflection skills,			
Props: Innovation	5 Weeks	Creativity	Innovation, Structure	Cultural Expression	Creative expression is more important than purpose and structure.	D	IX. Creative thinking skills, X. Transfer skills	2A; 4A-C; 5E, F, H	Useless Prop Project	1
1 tops: mnovation	3 WCCR3	Creativity	Structure	Scientific and	than purpose and structure.	В	A. Hansiel skins	2A, 4A-C, 3E, 1, 11	Osciess Frop Froject	
			Interpretation,	Technical	Set design shows practical evidence			1A-E; 2A-J; 3A;		
Set Design	6 Weeks	Development	Genre	Innovation	of technical innovation.	С	II. Collaboration skills	4A; 5A, C-F	Set Design Project	
			Interpretation,	Globalization and	The global origins of costumes have			1A, D, E; 2A-J; 3C;		
Costume Design	6 Weeks	Culture	Innovation	Sustainability	inherent meaning and interpretation.	В	VIII. Critical thinking skills	4A-B; 5A, C-F	Costume Design	
			Audience.	Personal and Cultural	The aesthetic value of light allows for		II. Collaboration skills, VI. Information literacy skills.	1A. C. E: 2A-I:3C:		
Lighting Design	6 Weeks	Aesthetics	Composition	Expression	personal expression.	D	VII. Media literacy skills	4A-B; 5A, C-E	Photography Project	 <u> </u>
							IV. Affective skills,			
			Expression, Role.	Personal and Cultural	The atmospheric value of sound		V. Reflection skills,			
Sound Design	6 Weeks	Form	Presentation	Expression	allows for personal expression.	l c	VI. Information literacy skills, VII. Media literacy skills	5A, G - I	Scary Story Audiobook	
				Scientific and	F			. ,		
Revision and			Innovation,	Technical	Innovation and design are necessary			1A-E; 2A-J; 3B; 4C;		
Design	6 Weeks	Development	Composition	Innovation	for creation and development.	A, B	II. Collaboration skills	5A, C-F, H	Build Project	
Dance MYP 3-	one semester									
Henry	does not repeat									
(DANCE)- Connection	18 weeks	Connections	Expression Interpretation	Identities and relationships	Connections in dance may be expressed in movements through the	A, B, C, D	V. Reflection Skills X. Transfer Skills	8.1,8.4-8.5	A-Test B-Technique progress (Video)	
between Mind			interpretation	retationships	interpretation of dance technique with		A. Hansiel Skills		C-Project	
and Body					growth in the appreciation of dance				B-D Self-evaluation of B-D	
					aesthetic.			-		
Connection between the mind	18 weeks	Connections	Audience Presentation	Personal and cultural	Having correct form while presenting movement to an audience may be	A, B, C, D	I. Communication skills II. Collaboration skills	8.1-5	A- basic dance technique vocabulary and the application of technique to the body.	
and body-			rresentation	expression	essential to sustaining the beauty of		VII. Media literacy skills		B- stretch routine	
choreography				F	dance		IX. Creative thinking skills		C-current event express their perspective,	
									emotions and artistry through the creation of	
1			1						movement of any dance style of their choice as a reflection of the chosen current event.	
									D- evaluation	
Music MYP 3- Fal	leiro									

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i		Davidanmant	Structure	Personal and	The understanding of the language of		II. Collaboration skills, VIII. Critical thinking skills			
Choir vocabulary	3 Weeks	Development		Cultural Expression	the subject can increase our rate of learning.	A and B	VIII. OTTICAL UTILIKING SKIIIS	8(2), 8(3)	Quiz	
Choir rocadanary	3 Weeks	Development	Expression	Orientation in	The process is more important than	Trunu D	IX. Creative thinking skills	8(1), 8(2), 8(3), 8	- Carr	
Concerts	15 weeks		Presentation	space and time	the final product.	C and D	V. Responding- reflection	(4), 8(5)	Performance/Project	
Concerts	15 weeks	Form	Expression Presentation	Orientation in space and time	The process is more important than the final product.	C and D	IX. Creative thinking skills V. Responding- reflection	8(1), 8(2), 8(3), 8 (4), 8(5)	Performance/Project	
			Expression	Personal and	All cultures find expression in the		IX. Creative thinking skills			
World Music	3 weeks	Culture		Cultural Expression	same art forms.	A and B	V. Responding- reflection	8(4)	Presentation and report	
	one semester									
Maddocks I	long repeats									
Improvisation:				Identities and	Through creative play, we are able to better understand our abilities and our			1A,1D, 1E, 1F, 2A, 2C, 2D,3A, 3B,3C,		
Thinking Fast	5 Weeks	Creativity	Innovation, Play	Relationships	weaknesses.	В	II. Collaboration skills	3D,4A, 5A	Perform a series of improvisations and games	
							IV. Affective skills,			
Pantomime: Channeling			Interpretation,	Personal and Cultural	Pantomime and Mime allow the performer to communicate through		V. Reflection skills,	14 ID 16 ID IF	Back and a similar for the same of the sam	
Physicality	3 Weeks	Communication	Audience, Expression	Expression	physical expression.	В	IX. Creative thinking skills, X. Transfer skills	1A, 1B, 1C, 1D, 1F, 2B, 2C, 3B, 4A, 5A	Perform a mime interpretation of a descriptive word	
Puppetry:			Composition,	Identities and	Puppetry provides a sense of identity				Create an individual puppet show and perform	
Creating Identity	2 Weeks	Aesthetics	Presentation	Relationships	that can produce an aesthetic beauty.	С	II. Collaboration skills	3B, 3C, 3D, 4A, 5A	for a small audience	
Acting in the			Audience,	Fairness and	Fair assessments of talent are shaped by the perspective our own			4A, 4B, 4C, 4D, 5A,		
Movies	2 Weeks	Perspective	Narrative	Development	backgrounds.	D	VIII. Critical thinking skills	5C, 5D	Evaluate the acting choices in a movie	
Monologues:		•			, and the second		II. Collaboration skills,	1A,1C, 1D,1E, 1F,	_	
Connecting to the	(W. 1	n	Boundaries,	Identities and	Identity is based on our understanding		VI. Information literacy skills,	2A, 2B,2C,	Memorizing and character analysis,	
Piece	6 Weeks	Relationships	Role, Audience	Relationships	of the art.	A	VII. Media literacy skills	3A,3B, 5A	monologue	
	one semester long repeats									
Tulcino III	iong repeats		Structure	Personal and	The understanding of the language of		I. Communication skills			
i l		Development	Structure	Cultural	the subject can increase our rate of		II. Collaboration skills			
Choir vocabulary	4 Weeks			Expression	learning.	A and B		7(2), 7(3)	Quiz	
Rhythm	4 weeks	Form	Composition Structure	Orientation in space and time	Rearranging the same pattern can change everything.	A and B	II. Collaboration skills, VIII. Critical thinking skills	7(1) 7(2)	Quiz	
		Communities	Role		Each instrument may play an					
Instruments of the Orchestra	5 weeks			Orientation in space and time	important role in the orchestral ensemble or community	A and B	IX. Creative thinking skills V. Responding- reflection	7(4)	Project/ Presentation	
The Great	3 weeks	Identity	Narrative	Identities and	Composition is Invention	A and B	IX. Creative thinking skills	7(4)	Project/ Presentation	
Composer	5 Weeks	Identity	Role	Relationships	Composition is invention	C and D	V. Responding- reflection	7(4)	Power Point and report	
Theatre MYP 2-	one semester									
Maddocks	long repeats									
Improvisation:				Y donalelo o ou d	Through creative play, we are able to better understand our abilities and our			1A,1D, 1E, 1F, 2A, 2C, 2D,3A, 3B,3C,		
Thinking Creatively	5 Weeks	Creativity	Innovation, Play	Identities and Relationships	strengths.	В	II. Collaboration skills	3D,4A, 5A	Perform a series of improvisations and games	
			, , ,	, , , , , , , , , , , , , , , , , , ,			IV. Affective skills,	1 / /	, and the particular of the pa	
Pantomime:			Interpretation,	Personal and	Pantomime and Mime allow the		V. Reflection skills,		n	
Channeling Emotion	3 Weeks	Communication	Audience, Expression	Cultural Expression	performer to communicate through emotional expression.	В	IX. Creative thinking skills, X. Transfer skills	1A,1B, 1C,1D, 1F, 2B, 2C,3B, 4A, 5A	Perform a mime interpretation of a descriptive word	
				p- 2301011	Puppetry provides a sense of identity	_		,,,,		
Puppetry:			Composition,	Identities and	that can produce an aesthetic			1D,1F, 2A,2C, 2D,	Create an individual puppet show and perform	
Finding Identity	2 Weeks	Aesthetics	Presentation	Relationships	meaning.	С	II. Collaboration skills	3B, 3C,3D, 4A, 5A	for a small audience	
Drama in the Movies	2 Weeks	Perspective	Audience, Narrative	Fairness and Development	Fair assessments of talent are shaped by the perspective our own biases.	D	VIII. Critical thinking skills	4A, 4B, 4C, 4D, 5A, 5C, 5D	Evaluate the storytelling choices in a movie	
Monologues:				· · · · · · · · · · · · · · · · · · ·	y P P	_	II. Collaboration skills,	1A,1C, 1D,1E, 1F,		
Connecting to			Boundaries,	Identities and	Identity is based on our understanding		VI. Information literacy skills,	2A, 2B,2C,	Memorizing and character analysis,	
Self	6 Weeks	Relationships	Role, Audience	Relationships	of ourselves.	A	VII. Media literacy skills	3A,3B, 5A	monologue	 
	xtn Grade Arts I	exploration is o	n tne last page s	ince it combine	es Performing and Visual Arts.					
Visual Arts										
Art II- MYP 5- Kimmons										
2019-2020 The	5 weeks	Perspective	Composition	Orientation in	All objects can be defined by the Art	A, B, C, D	I. Communication skills	1, 2-c&d 3	Pop artist manipulation project	
Common Object		pecure	Innovation	space and time	Elements and Principles that make	,,,	III. Organization skills	.,	Response	
in Art					them up. These are the terms that we use to describe the objects. The		IV. Affective skillsV. Reflection skills			
					Elements and Principles can be re-					
1					defined and manipulated to create an					
į l					instance of the objet that makes the					
į l					object appear more unique and unusual and become considered					
					'more artistic' or 'elevated; to a higher					
			1	l	level.		1	1		1

2019-2020 DADA, Surrealism and the Fantasy Artists	9 weeks	Connections	Expression	Orientation in Space and Time	Successful visual art can be made despite random, chaotic or subconscious choices that may act upon the life of the artist.	A, B, C, D	I. Communication skills	2, 3, 2004	Investigation Sketches DADA, Surrealism Art Work Response	
2019-2020Illustrat	9 weeks	Communication	Audience Composition	Personal and cultural expression	Words are written expressions ofmeani	A, B, D	I. Communication skills	1, 2, 2004		
2019-2020 Ceramic Coral Reefs	8 weeks	Aesthetics		Gobalization and sustainability	Students will create an abstracted sculpture based on their investigation into coral reefs and learning how artists are helping to sustain coral reefs by the additions of underwater formations for coral to connect to and grow upon.	A, B, C, D	I Communication skills II. Self Management skills III. Research skills	1, 2, 2004	Written investigation about coral reefs sketches/visual planning, techniques Studio work, clay coral reef focusing on textures and patterns, repeating forms. Response	
Art I- MYP 4/5- Batres, Isleib & Kimmons										
Art I: Elements Artwork Unit: 18-19	9 weeks	Creativity	Presentation	Globalization and sustainability	Elements of Art can be creatively connected into artistic presentation.	A, B	I. Communication skills VIII. Thinking Skills	Art I: 1.B, 2.A, 4.A	Design & create artwork that illustrates Space, Shape, Texture, Value, Form, Line, Color (7 Elements of Art) & be able to explain the characteristics of each element.	
Art I: Western Artwork Unit: 18.19	9 weeks	Aesthetics	Narrative	Scientific & Technical Innovation	Western Artwork can be aesthetically pleasing, photorealistic and tell a narrative.	C, D	I. Communication skills II. Collaborative skills	Art I: 1.C, 2.C, 3.A, 4.A	Photograph reference at SBISD Ag Farm, grid photograph, transfer for photorealistic effect, add pen & ink, chalk pastel & imaginative culturally accurate background.	
Art I: Calligraphy Unit: 18.19	9 weeks	Creativity	Composition	Personal & Cultural Expression, expore- expression	Calligraphy is a creative artform of expression where each letter influences the composition.	A, B	I. Communication skills II. Collaboration skills III. Organization skills VI. Information Literacy skills	Art I: 1.B, 2.A, 2.C, 3.A, 4.A, 4.C	Research quotes & authors who resonate with individual student, use acquired calligraphy skills to create quote & background artwork, display for other students' benefit.	
Art 1: Abstract Artwork Unit: 18.19	9 weeks	Connections	Expression	Identities & Relationships, explore-identities	Abstract Artwork allows us to make connections and express our identities.	C, D	I. Communication skills II. Collaboration skills IIII. Organization skills VIII. Critical thinking skills	Art I: 1.A, 1.B, 1.C, 2.A- E, 3.A, 3.B, 4.A-C	Students study Wassily Kandinsky & his Abstract Artwork. Students compose several thumbnail stetches of pleasing geometric shapes, overlapping & colorful - which express a mood or feeling. Students paint a chosen sketch on large canvas & display in library (& later, Barnes & Nobles)	
Art- MYP 3- M. Isleib										
ART8 Elements and Principles: 18-19	9 weeks	Identity	Genre Representation	Identities and relationships	The communication of the art elements and can be accomplished by representing how all instances relate to one another, then composing a new work of art highlighting chosen connections.	A, C, D	X. Transfer skills	8.1-8.4	C: Matrix Thumbnail Sketches A: Final Draft Artwork D: Reflection	
ART8 Watercolor Unit: 18-19	9 weeks	Communication	Interpretation	Personal and cultural expression Fairness and development	Communicating personal expression with watercolor painting can be accomplished by experimenting with the media and interpreting the prompt of using silhouetted images.	В	IV. Affective skills	8.1-8.4	B: Wash Test / Silhouette Artwork	
ART8 Alebrije: 18-19SP	9 weeks	Change	Interpretation Visual Culture	Personal & Cultural Globalization & sustainability	Using interpretations of the visual culture in Pedro Linares' work students can change their drawing studies of hybrid animals into paper mache sculptures.	В	VI. Information literacy skills	8.1-8.4	B: Alebrije Inspired Sculpture	
ART8 Deconstructing Form: 18-19SP	9 weeks	Communication	Interpretation Representation	Identities and Relationships	The communication of the illusion of form by deconstructing the figure of a chosen animal can be accomplished by interpreting and representing basic forms then reconstructing the figure using only said basic forms	A, C, D	IX. Creative thinking skills	8.1-8.4	C: Thumbnail Sketches A: Deconstructed Geometric Figure Drawing D: Reflection	
Art- MYP 2- M. Isleib	One semester course repeats								_	
ART7 Value and Form 18-19	9 weeks	Communication	Expression Presentation	Personal and Cultural Expression	The use of the art elements of value and form can communicate an image of personal importance, and using specific techniques will enhance presentation for the viewer.	A, C, D	I. Communication skills	7.1-7.4	C: Thumbnail Sketches A: Final Draft D: Reflection	
ART7 Color Value and Form 18-19	9 weeks	Connections	Presentation	Identities and Relationships	The presentation connections between the art elements of Color Value and Form, including each element's relationship to each other, can be accomplished by composing a painting that includes a minimum of three spherical objects	В	VIII. Critical thinking skills	7.1, 7.2, 7.4	B: Final Draft	

Visual Art: ART6 Elements Unit18-19	12 weeks	Communication	Audience Narrative	Orientation in space and time	Based on orientation in space and time and using the art elements, students can communicate a chosen narrative to an audience	A, B, C, D	I. Communication skills	6.1.A, B, D; 6.2.A, B, C; 6.3.B, D; 6.4.A, C	Criterion A-Students analyze what they are communicating and how they are communicating again, then explicitly decode how they are using the art dements in their artwork  Criterion B-Students identify what they want to Criterion are Students identify what they want to Event and the Criterion C-Students dentify in order to better communicate their idea  Criterion C-Students develop ideas then represent them visually and in written word of Criterion D-After analyzing and decoding their work students compare their understanding of visual language before and after the project, their technical skill before and after, and their ability to translate their messages from visual communication to verbal or written communication.		
Performing- Theater Arts: 2016-2017 Introductions- Maddocks	1 Week	Relationships	Boundaries, Role, Structure	Fairness and development	Relationships thrive on an understanding of boundaries, expectations, accountability, and responsibility. Learning the rules of an environment allows us to interact with the environment and others in a positive way.	A	II. Collaboration skills III. Organization skills	6.2.A; 6.3.B; 6.5.A	Quiz - Rules		
2016-2017 Improvisation and Theatre Games (Wheel)	5 Weeks	Creativity	Audience, Innovation, Narrative, Play, Presentation	Identities and relationships	Improvisation gives the actor a direct connection to the audience as they present new characters and scenes without preparation. This form of personal expression sharpens the mind and creates bond of cooperation between actors.	В	I. Communication skills II. Collaboration skills	6.1.A, C; 6.2.A, F; 6.3.A, C	Improvisation skills Interactions		
2016-2017 Pantomime and Mime	4 Weeks	Communication	Interpretation, Audience, Expression	Personal and Cultural Expression	Non-verbal expression allows the performer to communicate through physical expression in spite of language barriers.	В	Affective skills, Reflection skills, Creative thinking skills, Transfer skills	1A,1B, 1C,1D, 1F, 2B, 2C,3B, 4A, 5A	Perform a mime interpretation of a descriptive word		
2016-2017 Puppetry	2 Weeks	Creativity	Innovation, Expression, Audience	Personal and Cultural Expression	Puppets provide a creative expression of a personal avatar.	C, D	Creative thinking skills, Affective skills	1A, 2A, 2B, 2C	Create a puppet version of yourself		
Performing- Music: Choir Vocabulary- Faleiro	4 weeks	Development	Structure	Personal and cultural expression	The understanding of the language of the subject can increase our rate of learning.	A	I. Communication skills	6.2.A; 6.3.F	Quiz		
World Music	5 Weeks	Culture	Identity	Identities and Relationships	All cultures find expression in the same art forms. Students will identify the commonalities in music cultures from various countries.	B, C, D	IX. Creative thinking skills V. Responding- reflection	6(4)	Presentation		
Music Collage	3 weeks	Identity	Interpretation Presentation	Identities and relationships	Expression of one's self comes in many forms.	A, C	IX. Creative thinking skills	6(1), 6(5)	Presentation	Identity	

Language &			Related	Global		MYP Objectives			Summative Assessment		
Lit.: Unit Title	Duration	Key Concept	Concept(s)	Context	Statement of Inquiry:	Assessed	ATLs Taught	TEKS/ AP/ Content	/Criteria	Service	Learner Profile
Does this match the title in ManageBac?		Does it have ONE Key Concept?	Does it have one or two related concepts?	Does it have a G.C. and an exploration identified?	How are the key concept, related concept and G.C./exploration connected to create this big idea?		Which ATL's are specifically taught in this unit?				
English II- Price, Hughley											
The Glass Castle	8 weeks	Identity	Purpose Self-expression	Identities and Relationships	Our experiences shape us into who we become.	A, B, D	IX. Creative thinking skills-Consider multiple alternatives, including those that might be unlikely or impossible IV. Affective skills-Managing state of mind	10.2.A, 10.6, 10.8, 10.13.A	Thematic Analysis discussion and paper		
Julius Caesar	7 weeks	Time, Place & Space	Character Genre Setting Theme	Orientation in space and time	Authors explore human nature and ethical dilemmas through purposeful texts, which reflect their time and place.	C, D	Research Skills Thinking Skills	10.3, 4, 7, 8 10.12.A-D 10.13.A-E 10.17.A-C	Major Exam & Research Persuasive Paper		
Short Stories	3 weeks	Aesthetics	Character Genre Setting Theme	Personal and cultural expression	Writers create stories as a means of contributing to the larger conversation regarding humanity while readers read in order to contribute to this larger conversation.	A, D	I. Communication skills-Exchanging thoughts, messages and information effectively through interaction -Reading, writing and using language to gather and communicate information	10.2.A-C 10.7, 8 10.10.A,B 10.12.A-D 10.13.A-E 10.14.A-C 10.18.A,B Fig 19	Presentation on analysis of a short story		Reflective: Students reflect on the different perspectives of characters.
Poetry/ Persuasion	5 weeks	Communication	Purpose Self-expression Structure Style Theme	Personal and Cultural Expression	Authors create meaning by using specific genres.	A, C	I. Communication skills-Exchanging thoughts, messages and information effectively through interaction -Reading, writing and using language to gather and communicate information	10.1.A-E 10.3, 7, 8 10.17 A.i-iii, B, C 10.18 A, B.i-iii Fig 19 10.26	Poetry Project Persuasive Essay		united projectives of climated in
Lord of the Flies	5 weeks	Perspective	Character Point of View	Identities and Relationships	Different perspectives can be connected through characters, setting and theme of a novel.	A, D	II. Collaboration skills-Working effectively with others VI. Information literacy skills-Finding, interpreting, judging and creating information VIII. Critical thinking skills-Analysing and evaluating issues and ideas	10.2.A-C 10.7, 8 10.10.A,B 10.12.A-D 10.13.A-E 10.14.A-C 10.18.A,B Fig 19	Seminar Dialectical Journal		
Animal Farm	6 weeks	Perspective	Purpose Setting Structure	Personal and cultural expression	Author can use allegory and personification to contextualize historical relevance	A, B	Thinking Skills-	10.4 10.17 10.21	Presentation of analysis		
Semester review- exams	2 weeks										
Spanish AP Lit. MYP 5- Gonzalez- Johnson											
Unidad 1: La creacion Literaria	8 weeks	Perspective	Meaning, stylistic choices, intertextuality	Personal and Cultural Expression; explore creation	The intertexuality of literature and its diverse influences/meaning are a sociopolitical, economic, and historical portrait of a society.	A, B	I. Communication skills- VIII-Critical Thinking skils, IX-Creative thinking skills, X- Transfer skil	Follow AP Literature guide	Test, Project		
Unidad 2 : La construccion del genero	5 weeks	Connections	Message	Identities and relationships; explore roles and role models	Literature has served as a universal expression of the social roles of men & women.	A, B, C, D	I. Communication Comprehending spoken and visual text Using language in spoken form Social- II. Collaboration skills Listen actively to other perspectives and ideas VIII- Critical Thinking skills	Follow AP Literature guide	Essay, Project		
Unidad 3: Las relaciones interpersonales	5 weeks	Communication	Message, Context	Identities and relationships; explore motivations	Forces exist in a society and in a family that influence and create conflict in interpersonal relationships.	A, B, C, D	I. Communication skills II. Collaboration skills IV. Affective skills	Follow AP Literature guide	Test, graphic organizers		
Unidad: 4 La	6 weeks			Personal and Cultural Expression; explore philosophies and	Literature explores the diverse connections and points of view to limits and boundaries between reality and fantasy.		l. Communication skills II. Collaboration skills IV. Affective skills VI. Information literacy skills VII. Media literacy skills	Follow AP			
dualidad del ser Unidad 5: El	6 weeks	Connections	Point of View	ways of life Scientific and Techinical Innovation; explore-	The environment in which on lives influences his or her mental state and behavior.	A, B, C, D	Communication:Show understanding of information, main ideas and supporting details     Will Madia literage skills.	Literature guide	Test, Essay, Project		
tiempo y el espacio		Change	Theme, influence	the impact of environments on human activity		A, B, C, D	VII. Media literacy skills Compare, contrast and draw conclusions among (multi) media resources	Follow AP Literature guide	Write a poem, Essay		
Unidad 6: Las sociedades en	6 weeks			Orientation in space and time; explore-	Purposeful divisions have separated social claases or groups creating different pserspectives and boundaries		I. Communication skills III. Organization skills VI. Information literacy skills	Follow AP	Student-led lesson Oral presentation		
contacto		Culture	Purpose	boundaries	between people.	A, B, C, D	VII. Media literacy skills	Literature guide	Graphic Organizers	1	

			51	61.1.1							
Language & Lit.: Unit Title	Duration	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry:	MYP Objectives Assessed	ATLs Taught	TEKS/ AP/ Content	Summative Assessment /Criteria	Service	Learner Profile
Creative	Daration	кеу сопсерс	Concept(s)	Context	Statement of inquiry.	Assessed	ALS laught	TEKS/ AF/ Content	Citeria	Service	Learner Frome
Writing- MYP 4/5 Carwile	one semester course										
The Short Short Story	3 weeks	Creativity	Character, Theme	Personal and Cultural Expression	Students will express themselves personally and possibly culturally through creative writing, specifically a short story that has structure, character, and theme.	С	I. Communication II. Collaboration V. Reflection	1.CDFG 2.ADEFG 3. ABC 4.ABC	Original Short Story (Criterion C)		
Introduction to Poetry	4 weeks	Communication	Structure Purpose Theme	Personal and Cultural Expression	Students use the poetic structure to communicate a purpose which is rooted in personal expression.	С	I. Communication II. Collaboration V. Reflection	1.F 2.ABF 4.ABC	Original Poetry Pairing (Criterion C)		
Ekphrastic Poetry	4 weeks	Aesthetics	Intertextuality Purpose	Personal and Cultural Expression	Students look at aesthetic choices of an artist and create their own context in poetry for a particular purpose to express their own personal or cultural aesthetic.	С	V. Reflective IX. Creative Thinking	1.CDF 2. ABF 4.ABC	Ekphrastic Poems (Criterion C)		
CW Genre Study	4 weeks	Perspective	Genre Purpose	Personal and Cultural Expression	Students look at the same story (setting, characters) from different perspectives (genres) to determine which is the best personal and cultural expression for their unique purpose.	С	Thinking	1.B 2.AF 3.ABC 4.BC	Genre Study Final Product		
English I-											
2018 - 2019 English I / Geography Short Stories IDU	9 weeks	Creativity	Character Setting Style Theme	Personal and Cultural Expression with Artistry and Craft	To craft stories worth telling (communication) authors typically use relatable and believable characters, engaging style and universal thematic elements.	C, D	I. Communication, II. Collaboration, III. Organization,	2, 5, 13, 14, 19	Write a short story that incorporates 3 - 5 of the 5 themes of geography; literary analysis AP-style exam		Knowledgeable: Learning about various authors through reading their short stories. Thinkers: Learning about various authors through reading their short stories.
2018 - 2019 English I Of Mice and Men	8 weeks	Perspective	Setting Theme	Fairness and Development with Power and Privilege and Inequality	The setting and theme of a work can form, challenge, or affirm a reader's perspective.	A, B	I. Communication, II. Collaboration, III. Organization	2A, C; 5 A-C; 13; 15A, C; 18	Annotations; literary analysis essay; AP-style exam		Knowledgeable; Thinker, Communicator, Caring
2018 - 2019 English I Literary Nonfiction	8 weeks	Communication	Audience Imperative Purpose	Orientation in Time and Space with Personal Histories and Homes and Journeys	Authors use the audience imperative and purpose to explore personal histories and journeys within a particular space and time.	В	I. Communication, III. Organization, VI. Information literacy, VIII. Critical thinking,	6; 13; 15 A; 20; 21; 22; 23; 25; 26	Researched expository essay; TED Talk; museum exhibition (use image from TED Talk and create an information card)	Create a museum gallery on different aspects of the books and research	Thinker; inquirer; communicator; principled; risk-taker
2018 - 2019 English I The Odyssey and Persuasion	7 weeks	Communication	Setting Character Genre	Fairness and Development with Justice and Authority	Authors use character, setting, and genre to communicate an understanding of how power conveys justice and authority.	A, B, C, D	I. Communication, II. Collaboration, III. Organization, IX. Creative thinking	2A,B,C; 3; 5; 6; 7; 10; 13; 15C; 16	Create an Odyssey game for heor's journey; write a persuasive literary analysis		Thinker; communicator; reflective
2018 - 2019 English I Romeo and Juliet	5 weeks	Connections	Character Style Genre Theme	Personal and Cultural Expression with Artistry and Craft	Through language, structure, and technique, an author can capture the complex nature of human relationships in his/her literary work.	A, B, C	I. Communication,	2A, B, C; 3; 4; 5; 7; 15	Semester exam in AP-style MC and FRQs	Collaborate together to act out the play	Communicator; collaborator; risk-taker
PAP Spanish Lit & Lang- MYP 4											
Medieval Spain : Antiquity - XV century	6 weeks	Communities	Meaning, intertextuality	Orientation in Space and time	The history of Spain, the confluence of 3 distinct cultures, Reconquista ¿Cuáles son los factores socioculturales que contribuyen al choque de culturas entre pueblos de diversas regiones y épocas? ¿Cuále sel problema con el uso de la palabra Reconquista para describir qué vince en el final de la época de colonización?	A, D		Follow AP Literature guide	Student-led research / KWI, Guided Note-taking History & Concept Assessment Rome, Carthage & The Penimulai Illustrated / Mapa interactivo Metaphor & Allegory Circle de amor Litera/ Nallyses: El Ci dá El rey moro Particle		
Renaissance : XVI century			Message, influence	Personal and Cultural Expression	Power & Corruption, Inquisition & Unification / repressed literatures   Qué fuerzas existem en una sociedad y en una familia que influyen y crean conflictos en las relaciones interpersonales?   De qué manera sirve la literatura como una expressión de la temporafidad en acvisencia humana y lo desconocido?	A,B,C,D		Follow AP Literature guide	Student-led research & instruction / Renaissance concepts, interactive map of the monarchies/powerful concepts, interactive map of the monarchies/powerful Analysis & interpretation moderation: El Romance -> Modern Spanish Literary & Comparative Analyses, Spanish Renaissance Writers & Renaissance Art Test Renaissance Literarture & Culture Literary Analysis: Carel de Annor vs. La Celestina Argumentative sessy: Cervanties vs. Nakespeare		
Baroque Period : XVII century Spanish Golden Age Theater	5 weeks		Influence, Point of View	Identities & Relationships	¿Cómo el carácter dominante del protagonista puede influir en las decisiones tomadas, la trayectoria de la acción, y la interacción entre los otros personajes?	A, B, C, D		Follow AP Literature guide	"Student-led instruction / Baroque concepts Critical Analysis Spanish Arti-Macchiavelism Comparative Analysis Spanish Pessimism in Art & Literature Quiz: Baroque themes & writers" Argumentative essay: Baroque Topics in modern society Argumentative Essay: Baroque Themes in Fuenteovejuma		

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Language & Lit.: Unit Title	Duration	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry:	MYP Objectives Assessed	ATLs Taught	TEKS/ AP/ Content	Summative Assessment /Criteria	Service	Learner Profile
Colonial Literature and Culture : XVII - XVIII	6 weeks	,	Purpose, Meaning, Context	Globalization & Sustainability	Conquest & colonialism; the emergence of Mestizo culture; feminine literary voices [¿culaes son las reguntas existencialistas universales que transcienden las épocas y que siguen siendo relevantes al entendimiento de la especia sique relevantes al entendimiento de la experiencia humana hoy en dia? ¿De que manera, a través de los sigles, ha servido la literatura como expresión universal de los papeles sociales de hombres y mujeres?	A, B, C, D		Follow AP Literature guide	Socratic Seminar: Textual analysis, taino genocide, & slavery. 'Brevisims relacion de la destrucción de las statives.' 'Brevisims relación de las facilitativos de las Casas Creative writing l'astiche original Colonial literature; performance of period piece		250.16.1.750
The Enlightenment : XVIII - XIV	2 weeks		Purpose, Audience	Scientific & Technical Innovation	Humanism in the Americas; Industrialization; Worker culture ¿Cuál es la potencia de la literatura para efectuar cambios significativos en una sociedad y para inspirar a un pueblo? ¿Te inspiro de alguna forma alguna de estas historias o poemas?	A, B, C			Research & analysis of selected readings from Voltaire, Descartes, Rousseau, Kant, Campomanes, Jefferson & Dideret, Secratic Senimar: Emerging democracy & the changing role of the Church		
Modernism, Modern Literary Generations (89 & 27), The Vanguard: XIX - XX Centuries	3 weeks		Audience, Structure, Theme	Identities & Relationships	¿Cómo es la literatura un retrato sociopólitico, cecnómico e histórico de una sociedad y de las diversas influencias presentes en ella? ¿Qué aprendiste de cada lugar o tiempo en que se desastrollaban las historias y poemas? ¿Qué ideas plantea la literatura acerca de las inquiendes sobre la existencia humana y las cuestiones sobre los limites de la imaginación y del universo?	B, C, D		Follow AP Literature guide	Critical analyses-relevancy of José Marifs, Neutra América & Rubba Darifs of Recoverfit in our world today; Final Exam & Individual Orals		
Lang. Arts- MYP 3-											
Policies & Procedures/Short Story and Craft	6 weeks	Connections	Character, Structure	Personal & Cultural Expression, explore- craft	An author's craft of building characters and text structure contribute to the connections made between readers and text.	A, B, C, D		3, 5, 6A-C, 8, 2A-D, 3A-C, 6A-C, 8, 15A-B, 20A-B, 21	-"Ransom of Red Chief" Mosaic -Literary Terms Poster, Dialectical Journal analyzing character quotes/inferences		
"Twelve Angry Men"/The First Presidents (goes with Leaders unit)	6 weeks	Communication	Choice Perspectives Processes	Fairness & Development	One person can change the minds of other people by examining the idea of "reasonable doubt".	A, C, D	I. Communication	5, 6A-C, 9	Twelve Angry Men Stations- Envelope Activity		
Myth, Legend, and Tall Tales	6 weeks	Culture	Context, Self- expression	Personal & Cultural Expression, explore- beliefs and values	Cutures relied on storytelling to share beliefs and explain the world around them.	B, C	III. Organizational skills, IX. Creative Thinking, X. Transfer skills	15F	Create a timeline that shows how myths, legends, and tall tales reflected the views of society. Create Your Own Myth/Legend that explains modern day phenomenon.		Risk-taking and communicator
To Kill a Mockingbird- Take a stand	6 weeks	Perspective	Point of View, Theme	Fairness & Development, explore civic responsibility & the public sphere	An examination of perspective and point of view contributes to a deeper understanding of themes that address and may inspire civic responsibility.	A, C		1, 3A-C, 5, 6A-C, 8, 9, 17C	Essay, analyze how the historical context influenced a theme of the text.	Raise awareness for a current event addressing a race-related issue by creating PSA (morning announcement, poster, podeast, etc.)	Open-minded, Caring
Debate This	6 weeks	Perspective	Purpose	Identities & Relationships	The power of words can change ones point of view.	B, D		18, 20, 21, 22, 23, 24, 25	Debate in which students utilize primary and secondary sources to persuade audience to implement change over a social issue		Open-minded, Knowledgeable
Poetry (Harlem Renaissance Authors- Angelou, Hughes, etc.)	6 weeks	Creativity	Intertexuality	Personal & Cultural Expression	Many cultures use abstract ideas and language to express political and social situations.	A, B	V. Relfective skills: focus on the process of creating by imitating the work of others; consider ethical, cultural & environmental implications	4, 8, 15B, 16	Students will take a primary document (speech from a political figure) and turn it into a found poem. Students will compose a response that compares and contrasts the primary source to the poem.		Inquirer, Reflective
AP Spanish Lit- MYP 3	Note: same as Spanish IV AP										
Las familias y las comunidades	6 weeks	Connections Relationships	Self-expression	Identities & Relationship	Las estructuras familiares, las relaciones entre los miembros de la familia y sus interacciones ayudan a formar el carácter y la moral de cada individuo; estas determinan su papel en la sociedad como ente mayor.	C, D	1. Communication skills	Communication, Culture, Communities 1.A-B, 2. A-C, 5. A-B	Oral Presentation: Dia de los muertos, also created a craft representing it.		
La ciencia y la tecnología	5 weeks	Creativity	Context	Scientific & Technical Innovation	When discussing science en technology the students will understand the need to create tools to facilitate our daily life. Innovation comes with a cost, the impact it has to our environment is observed with the climate changes, pollution and contamination.	D	II., Cullaboration skilb. VIII., Critical thinking skilb IX., Creative thinking skills X. Transfer skills	Cultures, Connections & Comparisons 2. A-B-C, 3.A-B-C, 4.A-B-C	Research & Debate: Should your parents know the password to all your social media account if you are under 18 years of age?		
La belleza y la estética	5 weeks	Identity Perspective	Point of view	Personal and cultural expression	Is the concept of beauty and fashion the same now as it was in the 1960's? Es el concepto de belleza el mismo ahora que el que era en los 60's?: How are we influenced by media and technology to create the concept of beauty and aesthetics?	А, В	VI. Information literacy skills VII. Media literacy skills	Cultures, Connections & Comparisons 2. A-B, 3.A-B-C, 4.A-B-C	Video & Constructed response: "Los Hipsters en México"		
Review & Midterm	2 weeks								Midterm Exam		

			Deleted	Clabal					C A		
Language & Lit.: Unit Title	Duration	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry:	MYP Objectives Assessed	ATLs Taught	TEKS/ AP/ Content	Summative Assessment /Criteria	Service	Learner Profile
La vida contemporánea	5 weeks	Perspective	Point of view	Fairness & Development	One must comprehend that what we know as contemporary life, is not the same as other around the word, but we do have certain similarities. Every family has traditions and different perspectives of daily life that form part of our personal cultural identity.	C, D	VIII. Critical thinking skills Di. Creative thinking skills X. Transfer skills	Cultures: 2.A-B Connections: 3. A- C, Comparisons: 4. A- C, Communities 5. A-C	Major Project & Oral repost: Creation of a Postcard of Latin American City written for a loved one		
Los desafios mundiales	3 weeks	Communication	Audience imperatives	Globalization & Sustainability	We will know the reasons why people choose to live in the city or rural areas, and what effect does that have in the regional and national economies. The growth in population has increased manufacturing and agriculture has reached the point of mass production to accommodate the needs of the people.	A, B, C, D	III. Organization skills	Communication, Culture, Comparisons, 1.A-B, 2. A-C, 4. A- C, 5. A-B	Formative assessments *Quiz *Essays * Oral and written comprehension		
Las identidades personales y públicas	3 weeks	Communities Relationships	Context	Personal and cultural expression	Everybody comes with different ideals, belief and cultural backgrounds, in this unit we learn about the cultural aspect of Latin American countries and what makes them unique.	А, В	L. Communication skills II. Collaboration skills IV. Affective skills VI. Information literacy skills VII. Media literacy skills	Cultures: 2.A-B Connections: 3. A-C Comparisons: 4. A- C Communities 5. A- C	Video, Research & Constructed response: "Identidad Cultural		
Practice and Review for AP Spanish Language & Culture College Board Test	5 weeks								Week 1: Print Week 2: Audio Week 3: Print & Audio Combined Week 4: Speaking Week 5: Speaking & Audio Combined		
Final Project	2 weeks						Final Exam		News Report Video, Audio, and Print for 2:00 minutes		
Lang. Arts- MYP 2- Bell, Rose											
16-17 We are Texas! (IDU)	9 Weeks	Communities	Point of View Structure	Fairness and development	Through the understanding of democracy and inequality or differences in communities, one understands the different perspectives involved in their identity as a Texan.	A	I. Communication skills II. Collaboration skills III. Organization skills III. Organization skills IV. Affective skills VI. Information literacy skills VII. Media literacy skills	7.2B, E; 7.6, 7.6A, B; 7.13; 7.19 A,B, Fig.19	Reading Response Web		
16-17 First Americans/ TSB (IDU)	9 Weeks	Connections	Genres Structure	Globalization and Sustainability	Realistic fiction transfers across time and culture to help understand the process of adaptations and how resources are used to adapt.	B, C, D	I. Communication skills- Exchanging thoughts, messages and information effectively through interaction -Reading, writing and using language to gather and communicate information	7(14), (16), (17), (19 - 21), Fig.19	Personal Narrative Post Card Final Exam Essay Scary Story		
16-17 When is it okay to rebel? (IDU)	9 Weeks	Global interaction	Self-expression	Identities and Relationships	Sometimes people rebel against their own government.	В	I. Communication skills	7.7A, 7.9, Fig.19, 7.20	B Personal Narrative-C.A.		
16-17 Roses are Red, This Constitution is New (IDU)	9 weeks	Identity	Self-Expression Structure	Personal and Cultural Expression	We can effectively express our thoughs and feelings.	A, B, C, D (IUD-A, D)	Communication skills     III. Organization skills	7.4, 7.15biii, Fig.19	Recitation Poetry Folder	Demonstration: Students will consume different levels, types, and cultural pieces to influence and produce their poetry. After the completion of their final product, students can use their poetry to read to others.	Open minded: Students must be open to reading and understanding different texts from various historical and cultural pieces. Risk takers: Students will be presenting a poem to the class they have analyzed and memorized.
Spanish Lang. Arts- MYP 2- Monreal											
Family & Communities	9 weeks	Connections	Context	Identities and relationships	Through self-discover we are establishing family relationships and meaningful community and global connections.	A, B	I. Communication:Show understanding of information, main ideas and supporting details VII. Media literacy skills Compare, contrast and draw conclusions among (multi)media resources	3.1a, 3.1e, 3.1f, 3.3 b, 3.3a, 3.3b	Major project: Reading selection "Cajas de carton"	Reflection: Students will reflect how to enhances families relationships and establish new connections with their community.	Caring: Students will demonstrate their care for the family, friends, community and the world.
Contemporary Life	9 weeks	Culture	Point of view	Orientation in time and space	By exploring other cultures and beliefs we establish relevant global interactions, as well as learning how to interact and value other ideas.	C, D	I. Communication: Use intercultural understating to interpret communication Interpret and use effectively modes of non-verbal communication	3.1a, 3.1e, 3.2a, b,c, d, 3.3a, 3.3b, 3.f	· Major Project: Un viaje Inolvidable!		
Science & Technology	9 weeks	Communication	Structure	Scientific and Technical Innovations	The knowledge and the use of new communication technologies and information bring us closer and separate us from other ways to see the world structure.	C, D	I. Communication:Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different types of audiences II. Collaboration:Give and receive meaningful feedback	3.1e, 3.1f, 3.2a, 3.2 c, 3.2d, 3.3a, 3.3b	Major Project: Technology in my life		
Global Challenges	9 weeks	Creativity	Purpose	Globalization and sustainability	Creativity includes the ability to establish purpose and value of ideas when developing innovative decision- making on human kind and the environment.	A, B	VIII. Critical thinking skills IX. Creative thinking skills IX. Creative thinking skills Show understanding of information, main ideas and supporting details VII. Media literacy skills Compare, contrast and draw conclusions among (multi)media resources	3.1a, 3.1b, 3.1e, 3.1 f, 3.3a, 3.3b	· Major project: Reading selection	Risk takers: We explore new ideas and innovative strategies to improve the environment.	Action: Find new ways to help to preserve the environment.

Language &			Related	Global		Nam of : "			Summative Assessment		
	Duration	Key Concept	Concept(s)	Context	Statement of Inquiry:	MYP Objectives Assessed	ATLs Taught	TEKS/ AP/ Content	/Criteria	Service	Learner Profile
Lang. Arts- MYP 1- LaBrie, Morrison											
*What is Culture? 2016- 2017 (IDU)	5 weeks (20 hours)	Communities	Culture	Personal and Cultural Expressions	While every community has common elements, each culture expresses their beliefs, customs, and perspectives in unique ways.	A, C	Communication Skills – Exchanging thoughts, messages, and information effectively through interaction. -Reading, writing and using language to gather and communicate information	6.3 6.4E 6.16A 6.17D&E 6.22A&D	Culture Traits Project		
Seedfolks 2016- 2017 (IDU)	4 weeks (23 hours)	Connections	Character Setting	Identities and Relationships	The setting humans find themselves in correlates to the development of relationships and connections within communities, in turn impacting their character.	A, B	Communication skills- Exchanging thoughts, messages and information effectively through interaction -Reading, writing and using language to gather and communicate information	6.10A 6.10D 6Fig.19D 6Fig.19E 6Fig.19F	Seedfolks Analysis (Two Essay Questions)		
Personal Narrative 2016- 2017	3 weeks (19 hours)	Communication	Self-expression Structure	Identities and Relationships	The structure of the narrative will allow students to communicate and express a significant personal experience.	C, D	Communication skills-Exchanging thoughts, messages and information effectively through interaction -Reading, writing and using language to gather and communicate information	6.14 6.16A 6.20 A&B 6.21B&C	Personal Narrative		
Grammar 2016- 2017	3 weeks (19 hours)	Communication	Structure	Personal and Cultural Expression, explore- express ideas	Communication is an expression of ideas which often follows a structured system.	A, D	Communication skills-Exchanging thoughts, messages and information effectively through interaction -Reading, writing and using language to gather and communicate information	6.2 A&B 6.2E 6.14 C&D	Grammar posters		
Backpacking Through Europe- (IDU)	4 weeks (13 hours)	Communities	Idenity, Perspective, Point of view	Orientation in Space and Time-, explore- boundaries & heritage	Boundaries of communities are based on identity, perspective and point of view.	B, C	I. Communication skills III. Organization skills VI. Information literacy skills VIII. Critical Thinking	6.15B, 6.22A; LA.6.22A,B; 23A; 25C	Project		
Spanish Lang. Arts- MYP 1- Monreal											
Families and communities	9 weeks	Perspective	Structure	Identities and relationships	Different cultural perspectives help us to understand other cultures and people self-expression.	D, B	VI. Information literacy skills VII. Media literacy skills	2a, 2b, 3a, 1e	Major Project Oral presentation		
Contemporary Life	9 weeks	Creativity	Purpose	Orientation in space and time	In our daily communication we use social and linguistic conventions that contribute to achieve our purposes	A, C	I. Communication:produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process identify and comment upon significant aspects of texts	1a, 1b, 2b, 3b	Analysis Creative writing		
Cultural connections	9 weeks	Connections	Self expression	Personal and Cultural expression	The learning and opinions that we have are connected to our present and they are linked to multiple past events that have given structure to our life.	C, D	I. Communication skills III. Organizational skills	2a, 2b, 2c, 1c, 1d, 1e, 1f	Time line Personal narrative		
Science & Technology	9 weeks	Communication	Style	Scientific and technical innovation	The expression of cultures and life styles around the world activate our creativity.	A, B	I. Communication:Identify similarities and differences in features within and between texts. Use appropriate non-verbal communication techniques. Research	2a, 2b, 2d, 1b, 1f, 3a	Analysis Creative writing		

Langauge						MYP					1
Langauge Acquisition:			Related			Objectives			Summative Assessment		
Unit Title	Duration	Key Concept	Concept(s)	Global Context	Statement of Inquiry:	Assessed	ATLs Taught	TEKS/ Content	/Criteria	Service	Learner Profile
Does this match the title in ManageBac?		Does it have ONE Key Concept?	Does it have one or two related concepts?	Does it have a G. C. and an exploration identified?	How are the key concept, related concept and G.C./exploration connected to create this big idea?		Which ATL's are specifically taught in t	this unit?			
	ates in a Language	Wheel during the fall	semester- all MYP 1	languages are listed at	the end						
German IV – AP Language and Culture- MYP 5											
Menschen als Individuen und als Teil einer Gemeinschaft	4 weeks	Communities	Identity	Identities & Relationships, explore identity formation	Interacting with communities requires that I be familiar with their communication patterns.	A, B, C,D	I. Communication skills	c1C, c2A, c3A	Reading comprehension; Oral interaction; Product: Discussion		
Unterwegs mit umweltfreundliche n Verkehrsmitteln	7 weeks	Change	Argument, Audience- Phase 5	Globalization & Sustainability	It is important to use more eco-friendly means of transportation.	A, B, C,D	I. Communication skills II. Collaboration skills III, IV, V- Self-management skills VIII- Critical thinking skills IX- Creative thinking skills	C4.1 a, c, d, e, f	Written presentation; Products- diary		
(Nachrichten/Medi en) Medieneinflüsse	6 weeks	Communication	Global interaction Perspectives	Scientific & Technical Innovation	Media influence swhat we think and what we do.	A, B, C, D	I. Communication skills	C1A, c1B, c2A	Reading comprehension; Oral interaction; Product: Discussion		
Zusammen leben: Stadt und Gemeinschaft Semester Break	6 weeks	Connections	Communities, Relationships	Orientation in space and time	Hstory and migration changed Berlin.	A, B, C, D	1. Communication skills	c1A, c1C, c3A, c3B	Oral assessment Reading comprehension; Mini-test Product: Discussion		
Deutschsprachige Literatur - Otfried Preußler: Krabat.	8 weeks	Identity	Relationships	Identities & Relationships	Individuals are able to overcome the temptations of power and free themselves from a totalitarian situation without compromising their integrity.	A, B, C, D	I. Communication skills II. Collaboration skills IV - Affective skills V- Reflection skill IX- Creative thinking skills	c4.1g, 4.2a, b, c, d	Oral interaction; Written presentation; Products- Debate; Essay		
German Literature Peter Härtling: Ben liebt Anna, 1979	7 weeks	Connections Relationships	Empathy Voice	Identities & Relationships	Exploration of ways, in which we establish friendships and develop love for one another, why we bond with other people, and what friendship and love mean in different cultures.	A, B, C, D	I. Communication skills	LOTE Lv. IV- 1.4.1a, c, d, f, g; 2.4.2b, c, d; 3.4b	Oral presentation Product: Photo story		
Traditionen und Spezialitäten	6 weeks	Identity	Time, Place, Space	Personal & Cultural Expression	Customs and traditions strengthen communities and reinforce values.	A, B, C, D	I. Communication skills	C1A, c1B, c1C, c2A, c2B, c3A	Reading comprehension; Oral presentation/interaction; Written presentation; Product: Role-play, grp presentation		
Einkaufen: Fair Trade - Bewusst konsumieren	9 weeks	Change	Connections	Globalization & Sustainability Explore: Human impact on the environment	What we eat and how we shop for food has an impact on the environment and affects what is grown and produced and the ways, in which goods are traded.	A, B, C, D	I. Communication skills	c1A, c1C, c2B, c3A	Oral interaction; Written presentation; Product: Role-play		
German III MYP 3/4/5											
My Day Mein Tag	3 weeks	Identity	Time, Place, Space	Identities & Relationships	How do different people spend their day? Does it affect their identity?	A, B, C, D	I. Communication	c1B, c1C, c3A	Reading comprehension; Written interaction Products: 1. Table, 2. Essay: "Mein Tag"		
German Literature? Projekt-Erich Kästner: Emil und die Detektive, 1929	3 weeks	Community Communication	Creativity, Relationships	Identities & Relationships	How does each character effect the interaction of other characters?	A, B, C, D	I. Communication	c1C, c3A	Oral presentation Products: 1. Reading assessment 2. Oral presentation of character		
Friendship	4 weeks	Relationships Identity	Communities	Identities & Relationships	How do relationships impact my identity?	A, B, C, D	I. Communication	c1C, c3A	Written presentation; Oral interaction Products: 1. Essay, 2. Role-play		
Visiting Berlin Projeckt: Berliner Luft	5 weeks	Change in City Development	Time, Place, Space	Orientation in Space & Time	How do cities change over time?	A, B, C, D	I. Communication	c1A, c1C, c3A, c3B	Oral interaction; Oral presentation; Products: 1. Role-plays, 2. Cultural poster		
Traveling by Train	4 weeks	Change Development	Global interaction	Orientation in Space & Time	Transportation differences in cities.	A, B, C, D	I. Communication	C1A, c1B, c2A, c3A	Reading comprehension; Oral interaction; Product: 1. Role-play		
Semester Break Means of	3 weeks	Change	Systems	Scientific & Technical	How is reusable energy used in public	A, B, C, D		c1A, c2A, c3A	Oral interaction		
Transportation Packing the Suit	5 weeks	Development Identity	Aesthetics	Innovation  Personal & Cultural	transportation  Expressing identity from/through clothes.	A, B, C, D	I. Communication	c1A, c1C, c2A, c3A	Oral interaction;		
Case: Clothing and Fashion		, i		Expression			I. Communication		Oral presentation- mini-poster; Products: 1.Role-play, 2. Poster		
Going to / Living in the Country	5 weeks	Communities	Culture	Identities & Relationships	What are the benefits vs. disadvantages of country living?	A, B, C, D	I. Communication	c1B, c1C, c3A	Reading comprehension; Written interaction; Product: Letter		
Going Shopping- Buying Good Food	6 weeks	Development	Global interaction	Fairness & Development	Where do German families typically shop for food? What kind of food do they buy and how much do they spend on average? How does that compare to families in a variety of countries?	A, B, C, D	1. Communication	C1A, c1B, c1C, c2B, c3A	Reading comprehension; Oral presentation/interaction; Written presentation; Products: 1.Role-play, 2. Group presentation		
German II MYP 3/4/5											
Modernes Leben (Modern Life)	4 weeks	Communication	Communities Culture	Personal & Cultural Expression Explore:Products, systems and institutions	Modern life is affected by culture	A, B, C, D	I. Communication skills	LOTE Lv. II- 1, 2, 3; Lv. 1- 1.2	Written interaction; Reading comprehension		

Wie oft muss ich helfen? Wer kann mir helfen?	2 weeks	Communication	Communities Culture	Personal & Cultural Expression	Can I discuss how often I have to do things. Can I ask for and offer help and tell someone what to do.	A, B, C, D	I. Communication skills II. Collaboration skills III, IV, V- Self-management skills VI, VII- Research skills VIII, IX, X- Thinking skills	LOTE Lv. II- 1, 2, 3; Lv. 1- 1.1	Oral interaction; Written interaction	
Contemporary Life. Subcontext: Travel	4 weeks	Communities	Connections	Globalization & Sustainability Explore: Commonality, diversity and interconnection	Can I talk about cities to visit. Can I talk about what to do in these cities. Can I talk about the weather in these cities.	A, B, C, D	I. Communication skills II. Collaboration skills III. (VI)—Self-management skills VI, VII- Research skills VIII, IX, X- Thinking skills	LOTE Lv. II- 1, 2, 3; Lv. 1- 1.2a, 1.2a -1.2d	Oral interaction	
Einkaufen gehen.	8 weeks	Connections	Culture Global interaction	Personal & Cultural Expression Globalization & Sustainability	Can I ask what I should do and tell someone what to do. Can I discuss typical German shopping items and places. Can I discuss quantities. Can I say where I bought something. Can I discuss where I was.	A, B, C, D	I. Communication skills II. Collaboration skills III, IV, V- Self-management skills VI, VII- Research skills VIII, IX, X- Thinking skills	LOTE Lv. II- 1, 2, 3; Lv. 1- 1	Oral interaction; Oral presentation	
Semester Break										
In der Innenstadt.	6 weeks	Global interaction	Perspective Relationships	Identities & Relationships Personal & cultural expression	Can I identify places in a German city.	A, D	I. Communication skills II. Collaboration skills III, IV, V- Self-management skills VI. Information literacy skills VIII, IX, X- Thinking skills	LOTE Lv. II- 1, 2, 3; Lv. 1- 1		
Wo in der Stadt/ Was essen?	6 weeks	Communities	Communication Connections Global interactions	Personal & cultural expression Globalization & sustainability	Can I ask and give directions. Can I talk about what there is to eat and drink/where.	A, B, C, D	I. Communication skills II. Collaboration skills III, IV, V- Self-management skills VI, VII- Research skills VIII, IX, X- Thinking skills	LOTE Lv. II- 1, 2, 3; Lv. 1- 1	Oral presentation; Reading comprehension	
Was Machen- Mogen/Was ich will-nicht will	6 weeks	Culture	Communication Connections Communities Logic	Globalization & Sustainability	Can I express myself about places to go, likes and dislikes.	A, B, C, D	I. Communication skills II. Collaboration skills III. Organization skills IV. Affective skills VVIII. Critical thinking skills X. Transfer skills	LOTE Lv.II- 1; 2; 3; Lv. I- 1; 2; 3	Reading comprehension; Oral presentation; Written interaction	
German I -MYP 2/3/4/5										
Wer bist du? Who are you?- II	5 weeks	Communication	Audience, Message	Identities and Relationships	Aspects of identity can be expressed in various situations.	A, B, C, D	I. Communication	c1A, c1B, c2A, c3A	Oral interaction; written activity; reading copmrehension; Listening comprehension	
Woher kommst du? Wie kommst du zur Schule? Deutsch Länder.	5 weeks	Culture	Form, Structure	Globalization & Sustainability, explore commonailty	There is commonality in cultures based on form and structure.	A, B, C , D	I. Communication II. Organization IV.Affective skills VIII. Critical Thinking skils	1, 2 & 3	Reading comprehension; Oral presentation; Written interaction	
Komm mit nach Hause!- II	5 weeks	Communication	Context, meaning	Oreintation in Space and Time; explore- Natural and human landscapes and resources	A home is where people live, eat, and share with others.	A, B, C , D	Communication skills     Collaboration skills     V. Affective skills     VI. Information literacy skills     VII. Media literacy skills	c1B, c1C	Written presentation Oral presentation; Listening comprehension; Reading comprehension Product: Video	
Spiel und Spass- II	6 weeks	Communication	Connections	Personal and Cultural Expression	Communication allows us to make connections about interests, likes and dislikes, and share opinions.	A, B, C, D	Communication skills     Collaboration skills     Kaffective skills     VI. Information literacy skills     VII. Media literacy skills	c2B	Test, Listening comprehension: Hobbies of German youths – Authentic reports Create a poster with a text and visuals related to hobbies	
Familien & Gemeinschaften	5 weeks	Identity	Message	Identities and Relationships	People interact with each other professionally and personally.	A, B, C , D	I. Communication skills VII. Media literacy skillss	1.1a-f, 1.2a-d, 1.3 a, b	Test, written response, oral interaction, reading exercise	
Describing a room/your house/where you live	4 weeks	Connections	Meaning, prupose	Globalization & Sustainability	Home is where I live.	A, B, C, D	I. Communication II. Collaboration II. Organization IV.Affective skills V. Reflection	1, 2 & 3	Print interpretive: Reading housing ads Oral presentation: Cultural comparison – Families from around the world and their houses	
Globale Herausforderungen - Wie ist man als Konsument?	6 weeks	Communication	Purpose	Globalization & Sustainability explore- Consumption	Individuals exist as comsumers.	A, B, C, D	I. Communication	1.1a-f, 1.2a-d, 1.3 a, b	Audio-visual interpretive: Shopping products commercials and flyers Role-play: Clerk and customer, test, reading comprehension	
French III MYP 3/4/5										
Chez nous	9 Weeks	Culture	Communities Perspectives	Personal & Cultural Expression	Houses come in all sorts of materials, sizes, shapes, and interiors. The unit allows students to explore where and how people in France live. It also addresses the problem of homelessness and the question what the best way is to shelter and house refueees.	A, B	I. Communication skills- II. Collaboration skills	01.B.01 01.B.04 01.A.04 01.C.02	Reading comprehension; Oral interaction; Writing; Products: Letter. essay	
CACZ HOUS	/ HOURS	Connections	Message, Purpose	Personal & Cultural	Connections strengthen by participating in	A, D	I. Communication skills- Interaction and literacy	04 01.C.01-04 02.A.01 03.A.01,02	Written & oral assessment;	
La nourriture	9 Weeks			Expression	cultural/traditional events.	A, C, D	10 : 5 17	· ·	Reading comprehension; Products: Outline for role play; Role-play	
Voyager en France: Des voyages intéressants	10 Weeks	Communication	Conventions Message	Orientation in Space and Time; explore- exchange & interaction	Traveling in France may change my perspectives of the country and its diverse cultures.	A, B, D	I. Communication skills- II. Collaboration skills III. Organization skills V. Reflection skills VI. Information literacy skills VII. Media literacy skills VIII. Media literacy skills	LOTE- Lv. II- 2, 3	Written & oral assessments; group work, informal communication, projects	
iniciessants	10 WCCKS	Identity	Point of view,	interaction	We are proud of who we are and where we	Α, Β, Β	I. Communication skills II. Collaboration skills	LOTE- Lv. III- 1, 2, 3	monnai communication, projects	
Mon enfance: Parler du passé	8 weeks		audience	Identities & Relationships	are from, what we accomplished and which challenges we had to overcome, where we are now and where we want to be in the future.	C, D	11. Conadoration skills		Oral presentation, visuals use	
French II MYP 2/3/4/5										
2/3/4/3										

Contemporary Life	9 weeks	Culture	Word choice Patterns	Personal and Cultural Expression	We learn to express ourselves creatively on the topics of pastimes and celebrations by speaking and writing	A,B	I. Communication (Interaction & literacy) II. Social (Collaboration)	Level II. 1.A, 1.B, 1.C, 1. D, 1.E, 1.F; 2.A, 2.B, 2. C, 2.D; 3.A, 3.B, 3.C	Listening/reading Exam	
Contemporary Life	9 weeks	Connections	Meaning Message	Orientation in space and time	We learn to give information about travel.	C,D	Research(Information & media literacy, critical literacy)	Level II. 1.A, 1.B, 1.C, 1. D, 1.E, 1.F; 2.A, 2.B, 2. C, 2.D; 3.A, 3.B, 3.C	Speaking/writing Project	
Personal and Public	9 weeks		Form Structure	Identities and	We learn to comprehend information about	A,B	Thinking(Critical thinking, creatively & innovation, reflection & transfer)	Level II. 1.A, 1.B, 1.C, 1. D, 1.E, 1.F; 2.A, 2.B, 2.		
Identities	9 weeks	Identity	Accent	Relationships Globalization &	pastimes and celebrations by listening.	A,D	Self-management(Organization & affect skills)	C, 2.D; 3.A, 3.B, 3.C Level II. 1.A, 1.B, 1.C, 1.	listening/reading exam	
Global Challenges	9 weeks	Communication	Word choice Patterns	sustainability expore- Consumption	We learn to discuss health.	C,D	I. Communication (Interaction & literacy) II. Social (Collaboration)	D, 1.E, 1.F; 2.A, 2.B, 2. C, 2.D; 3.A, 3.B, 3.C	Speaking/writing Project	
French I MYP										
2/3/4/5									Y 1 Y 1 Y 1	
Personal and Public Identity	9 weeks	Communication	Word choice Audience	Identitites and Relationships - explore roles and role models	The attitudes, values and culture of an organization determine the relationships that can be gerneated in it.	A, B	I.CommunicationSkills:Show understanding of information, main ideas and supporting details VII. Media literacy skills Compare, contrast and draw conclusions among (multi) media resources	Level I. 1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F; 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	In-class exam: Video "Au cafe" Provide audio, video, text or graphic authentic resources to students for individual interpretation. Assess student comprehension, identification, and recognition of the material	
Contemporary Life	9 weeks	Connections	Patterns	Orientation of time	Societies and individuals define quality of life.	А, В	I.CommunicationSkills:Use intercultural	Level I.	through concrete evaluations.  ·Major Project:	
	9 weeks			and space		C, D	understating to interpret communication Interpret and use effectively modes of non-verbal communication	1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F; 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	Create and present an individual written or visual presentation about school schedule and after school activities including your preferences and opinions about your daily school routine and respond to questions by the teacher	
Families and	9 weeks	Culture	Structure	Identities and	Family and food play specific roles in different	С, Б	I.CommunicationSkills:Show understanding of	Level I.	·Complete a reading (authentic resource) that	
Communities	9 weeks		Conventions	Relationships	cultures.	A, B	information, main ideas and supporting details VII. Media literacy skills Compare, contrast and draw conclusions among (multi) media resources	1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F; 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	describes family members in detail from one person's perspective. Respond in short answer format to verify comprehension.	
Global Challenges		Creativity	Conventions	Globalization and	Individuals exist as consumers.	,	I.CommunicationSkills:Use a variety of speaking techniques to communicate with a variety of	Level I. 1.A, 1.B, 1.C, 1.D, 1.D,	·Major Project: -Create an individual written or visual	
			Function	sustainability			audiences Use appropriate forms of writing for different types of audiences	1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F; 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	presentation about your dwelling choices and preferences / responsibilities.	
	9 weeks					C, D	IÎ. Collaboration: Give and receive meaningful feedback			
Italian II MYP										
4a: La Tecnologia	5 weeks	Culture	Conventions Function	Scientific and Technical Innovation	In modern Italian society, the conventions, function and use of technology reflects the personal and cultural identity of a population whose dependence and views on the internet and social media have evolved exponentially.	A/C, B, B/C, D	I. CommunicationVI, VII- Research skills VIII, IXThinking Skills	LOTE LEVEL II 1 INTERPERSONAL . 1A-C INTERPRETIVE 2.A-C PRESENTATIONAL 3 A-C	Oral Presentation: Il mio internet cafe' dialogo Listening comprehension: "can you fix my computer". ROLE PLAY: at the cyber cafe': script BY THE STUDENTS	
4b: La Moda	3 weeks	Culture	Context	Technical Innovation	In order for students to comprehend the cultural	A/C, B, B/C, D		A-C	SCHPUBY THE STUDENTS	
			Conventions	Personal and Cultural Expression	function and purpose of fashion and use of clothing, they must examine the social context and conventions of la moda in modern Italian society.	B/C	VIII, IXThinking Skills		reading on: LA MODA IN ITALIA	
5a: Buon Appetito	4 weeks	Comparisons	Point of view Meaning	D 1 10 h	In order for students to dissect the underlying importance of food in the Italian culture, they must examine and make comparisons regarding the		I Communication	LEVEL II 2. A-B-C		
				Personal and Cultural Expression	purpose and conventions of food in their own culture.	A, B, C,		3.A-B-C 4.A-B-C	Research Project & Oral Presentation: "Il mio menu al ristorante. Una creazione"	
Review and Midterm	2 weeks									
5b: A tavola	4 weeks	Connections	Idiom Meaning	Identities and Relationships	Italian society places great emphasis on how the act of eating, either socially or with family, connects individuals, solidifies relationships and highlights the unique food identity of the culture.	C, D	I. Communication III, IV, VSelf-management VI-VII research	LOTE LV II 2. A-B 3.A-B-C 4.A-B-C	Skit: Al Ristorante with a real TRIP to an authentic Italian restaurant, where the students are asked (with specific LINGUISTIC FUNCTIONS) to interact in the target Language' major project	
ITALIAN III MYP PHASE 3-4- CAPABLE 6a: La	2 weeks review 8 weeks	Communities	Function Word Choice	Relationships	Following the MOTTO: Mens sana in corpore sano", the balance between body and mind in the Italian mentality is a leading concept. All aspects	С, Б	VI, VII- Research skills VIII, IXThinking Skills X. Transfer Skills	LEVELS II, III: 2.A-B Presentational: 3. A-C: present your project to	me unger Lunguage major project	
salute e il benessere				Globalization & Sustainability	of physical and socio-emotional well-being encompass the ideal prototype of HEALTH and BEAUTY: to be fit in Italy: healthy eating habits	A, B, C, D		class interpretive: 2A; 2B; 2C Interpersonal: 1A dialogue at the doctor's-	Project: IL MIO PRONTUARIO MEDICO: my medical pamphlet: 10 tips to keep fit in Italy- following Italian lyfestyle and rules	
6b: Dal Dottore	6 weeks	Connections	Meaning	Sastamaonity	Updated, fair and advanced medical research	Λ, Β, C, Β	VI, VII- Research skills	LOTE LEVEL III:	Project & Presentation:	
			Message	Fairness & Development	connects people to resources that promote well- being and encourage the further development of medicinal practices	A,B,C,D		A/C LISTENING: iterpretive: 2.A-B PRESENTATIONAL: 3 .A-C	compare the Italian versus the US health system A LISTENING from an authentic source: a comparison between the health systems in the 2 countries. Comprehension questions to follow	
REVIEW	FINALS 2 WEEKS					, , -,			1	
Italian III MYP 2 Spring										
7 A: LA CASA, l'ambiente in cui vivo : Italian home types, and lyfestyle	4 weeks	communities	context; structure	globalization & sustainability	Italian communities have built their historical homes fitting their socio-geographical context. Today they use landscape resources to create a more ecological structure in their build community	B,C,D	VI, VII- RESEARCH SKILLS 1 COMMUNICATION	LEVEL III & IV presentational mode: 3 A; 3B - B reading: Interpretive LOTE 2 A	Project: LAMIA CASA IDEALE: project your ideal ecological home in Italy.	

		,		,			1			
8a: Si` viaggiare e i trasporti - THE TRAVEL	4 weeks	global interaction	pattern form		students will grasp how the approach to travelling is perceived in Italy: due to a different structure of the territory and spaces, both natural and built, they follow their pattern in their global interaction across Italy (use of local trains more frequent than in US).	C, D	VI, VII- Research skills VIII, IXThinking Skills	LEVELS III & IV Presentational mode	Unit of Inquiry: the Italian transports and trains; public and private railways- the new trends	
8b: In Vacanza	4 weeks	global interaction pattern structure	form; structure	Orientation in Space and Time.	Vacation in nature due to local terrains and structure makes Italian vacation choices and tourists' choices from the world unique and different- agriturismo	D	VI-VII- RESEARCH	Preentational mode:	IL MIO VOLANTINO- advertise an Italian trip and place - describe AGRITURISMO in a tourist brochure format	
9a La vita in citta` e il centro: INTRO half unit	about 2 weeks	Time, place, and space	Context orientati	Orientation in Space and Time.	through an awareness of the traits of the Ita traditional city setting the students will understand the Italian sense of orientation in the city space, belonging to a "walkable reality", the importance of the CENTER- LA PIAZZA belonging, and the historical heritage of the concept of IDEAL CITY reflecting an harmony to be enjoyed	C, D B	VI, VII- Research skills VIII, IXThinking Skills X. Transfer Skills	2.A-B; interpretive readings 3A, 3B, C,D: presentational: "MY IDEAL CITY"	-In treno o in autobús? - In giro per l'Italia settentrionale PROJECT-ESSAY: MY IDEAL CITY presentation of your plan "in the Italian modern/or Renaissance style (the perfect city)	
REVIEW FINAL EXAM	2 weeks								Final Exam	
Italian IV/ V phases 5-6: competent-									Final Exam	
9A: La vita in citta' - Life on the city- running errands- global issues: the environment in a city- rural &urban environments	3 weeks	Time, place, and space	perspective end conetxt	globalization and sustainability orientation in space- time	The geographical orientation of a country influences a communities perspective of their place in natural and constructed spaces within fixed times	A,D	1. Communication VIII, IX Thinking Skills	LOTE LEVEL IV interpersonal: 1.A-B inetrpretive 2.A-B, 3.A Presentational	Oral Presentation Presentation on: "LA CITTA' E I MERCATI" - typical feature of Italian cultural city life: the "open markets". Listening from authentic sources: I MERCATI in Italia	
UNITS 9+ 12 combined: 12: the environment - "sharing the planet" a global issue. Italian CITIES and environmental issues.	4 weeks			Fairness & development	In order for students to understand European urban planning, they analyze the consequences of such plannning on the lifestyle (walking, taking public transportation, as opposed to driving covering long distances). They reflect on how this impacts the surrounding (pobllution or way to improve that)	C,D	1. Communication	presenational: 3. A-B	argumentative writing, writing for a purpose: A letter to the Mayor on how to sort out pollution in a city following Italian style camples	
	2 weeks reviews							LEV IV 3.A-B presnt., 2 A-B inetrpretive		
Semester Review /Final	Spring semester								Review & Midterm Exam	
10: THE WORKING WORLD & the THEATRE in the PANDEMIC today's situation- UNIT 11: THE JOB & WORK in general	3 weeks	Communities	Patterns Purpose	Globalization & sustainability	The way a community organizes its work system reflects its cultural views and patters in order to fulfil a specific purpose (jobs in Italy are organized in a fashion that is unique to the country-compare with the US)	B,C,D	1. Communication IX. Creative Thinking Skills	3. A-B	argumentative writing, writing for a purpose: A letter or emails of PROTESTS and PROPOSAL to Ministry of Culture or President expressing the perplexities of actors for their temporary suspension of activities due to pandemic; a social issue in Italy.	
CULTURE: show, cinema, theatre	4 weeks	Creativity	Audience Message word choice	Personal and cultural expressions	Communication through creative expression is directed to an audience within a defined context and setting	C,D	VIII. Critical Thinking skills X. Transfer Skills	2.A-C, 3.A-B,	reflective and analytical writing: writing an essay on Itlian jobs and unemplyoment today, particularly related to the working theatre and TV workers.	
Review & Final Exam	2 week s								Exam	
Italian I MYP 1										
1a: Ciao! Come va?	3 weeks	Communication	Audience Word choice	Personal and cultural expression		A, D	I. Communication VIII- Critical thinking skills, IXCreative thinking Skills	Communication & Culture: 1. A-B 2.A-B 3.A	Salve! Come sta professoressa? Partner Skit: written and oral presentation -formal & informal conversation	
	3 weeks	Communication	Function Word choice	Identities & Relationships	Communication can bring value and meaning to building identities and relationships	B, C, D	I. Communication	Communication 1.A-B Connections 3.A	Chi è che cosa c'è nell'aula della professoressa Capotorto? -Physical/visual representation & description of people, places & objects in classroom	
	5 weeks	Culture	Patterns Purpose	Identities & Relationships	Sports, hobbies and other pastimes are an expression of the habitual patterns of leisure that individuals of a culture use to differentiate their personal, unique identities.	A, B, C, D	I. Communication	Communication & Culture: 1. A-B 2.A-B 3.A	Qual'è il tuo passatempo preferito? -Mini partner conversation Q &A	
-	4 weeks	Communities	Patterns Purpose	Orientation in Space & Time	The geographical orientation of a country influences a communities perspective of their place in natural spaces within fixed times	C, D	I. Communication	1.A-B 3.A	Che tempo fa In? Weather report video describing the climate, geography & weather patterns of a certain area in the world.	
Semester Review /Final	2 weeks								Review & Midterm Exam	
3a: La Famiglia e Gil Amici	6 weeks	Communities	Idiom Context	Identities & Relationships	The identities and relationships formed in a culture are at times, influenced by the values and belief systems of a family unit.	A, C, D	VI, VII- Research skills VIII, IXThinking Skills	inerpersonal : 1. A-B; 2.A-B; 3. presentational: 3.A	II mio albero genealogico Creation of family tree with oral presentation	
3b: Come sono?	6 weeks	Culture	Patterns Message	Personal & Cultural Expression	Culture is influenced by the physical representations of their identities, which includes the types of relationships they choose to have with	B, C, D	I. Communication VIII, IXThinking Skills	: 1. A-B; 2.A-B;3. presentational : 3 A-B	La mia stella preferita Written description of a favorite celebrity	
'I				Expression	the types of relationships they choose to have with	D, C, D		-		

State   Stat											
Control   Cont	Spanish V- AP										
March   Marc											
Part											
Marche   M	Johnson	8 weeks			Personal and	The intertexuality of literature and its diverse		I. Communication skills-			
March   Marc				Meaning, stylistic	Cultural	influences/meaning are a sociopolitical,		VIII-Critical Thinking skils, IX-Creative thinking			
1				choices,	Expression; explore	economic, and historical portrait of a society.		SKIIS, A- Transfer SKIIS	Follow AP Literature		
State   Stat	creacion Literaria		Perspective	intertextuality	creation		A, B		guide	Test, Project	
Control   Cont		5 weeks			Identities and			I. Communication Comprehending spoken and visual text			
March   Marc	Unidad 2 : La							Using language in spoken form			
Process   Proc	construccion del				explore roles and			Listen actively to other perspectives and ideas	Follow AP Literature		
Property			Connections	Message	1010 1110 1110		A, B, C, D	VIII- Critical Thinking skills	guide	Essay, Project	
Property		5 weeks			Identities and			I. Communication skills II. Collaboration skills			
Provide of Committee			Communication	Massaga Contaxt			ARCD	IV. Affective skills		Tact graphic organizars	
The control of the co	interpersonates	6 weeks	Communication	Message, Context			A, B, C, D	I. Communication skills	guide	rest, graphic organizers	
Marie   Control   Contro		o weeks						II. Collaboration skills			
A. S. C. P. Contraction of the c						between reality and fantasy.		VI. Information literacy skills			
Control of Particular Control of				n	philosophies and			VII. Media literacy skills	Follow AP Literature		
Tomories Jacobies 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	dualidad del ser		Connections	Point of View	•	m	A, B, C, D	I Communication Share and automation of	guide	Test, Essay, Project	
Control Control of Programs   Control Contro		o weeks						information, main ideas and supporting details			
Company   Comp											
Second Control   Seco			Change	Theme, influence	the impact of environments on human activity		A. B. C. D	(multi) media resources		Write a poem, Essay	
socialistics   College   Purpose   College   P	Unidad 6: Lac	6 weeks		,		Purposeful divisions have senarated social	7.7.7		J		
Contact of College Purpose Noncollection   Purpose Non						claases or groups creating different		III. Organization skills VI. Information literacy skills	Follow AP Literature		
Secretify   Part   Secretify   Secret			Culture	Purpose	boundaries	pserspectives and boundaries between people.	A, B, C, D	VII. Media literacy skills	guide	Graphic Organizers	
Las Allerian Mark  With 2- de voucle Causerians  Martiner	Final	1 week									
The following by the content of the	Spanish IV- AP										
Let femaline for the part   Seventh   Relationship   Communication   Relationship   Communication   Relationship   Relations	Lang. & Culture										
Reductionships Reduct											
a former of entirent by time and all contributing spin and advantage and	Las familias y las	6 weeks		Self-expression			C, D	I. Communication skills		Oral Presentation:	
La recovery is Review & Medicin  Severe & Medicin  Perspective  Review & Medicin  Severe & Medicin  Perspective  Review & Medicin  Severe & Medicin	comunidades		Relationships		Relationship	a formar el carácter y la moral de cada individuo			1.A-B, 2. A-C, 5. A- B		
La contexty is conclosed for control in						estas determinan su papel en la sociedad como					
Institute of the control of the cont								7.0.1.	0.5 0 1 0		
La Hellars Ja La		5 weeks	Creativity	Context		When discussing science en technology the students will understand the need to create tools to	D D	VIII. Critical thinking skills	Cultures, Connections & Comparisons	the password to all your	
As Alleany Id.  As Newford Properties  Pro						facilitate our daily life. Innovation comes with a		IX. Creative thinking skills	2. A-B-C, 3.A-B-C,	social media account if you are under 18 years	
Let Michica y la Sweds Perpetitive Paint of view properties at live as the 1992 / East of concepts to bellife as a continue of the control of								A. Hausier skins	4.A-B-C	or age:	
Review & Mideran  2 weeks  Review & Mideran  3 weeks  Review & Mideran  4 with a first of view contemporalment  5 weeks  Review & Mideran  5 weeks  Review & Mideran  5 weeks  Represente  Contemporalment  5 weeks  Contemporalment  5 weeks  Contemporalment  6 weeks  Contemporalme						contamination.					
Review & Moltern   2 works   Perspective   Point of view   Painness of   Development   Content to cross the concept of heaving and sendances;   Point of view   Point of vie	La belleza y la	5 weeks		Point of view		Is the concept of beauty and fashion the same now	A, B	VI. Information literacy skills			
Review & Moltern  Zewecks  Foreigneity  Paint of view  Point of vi	estética		Perspective		expression	as it was in the 1960's? Es el concepto de belleza		VII. Media literacy skills	2. A-B, 3.A-B-C,	en Mexico"	
Review A Multern   Z weeks   Print of view   Print of view   Print of view   Development   Develop						are we influenced by media and technology to			4.A-B-C		
Lar ridge   Perspective   Point of view   Po						create the concept of beauty and aesthetics?					
Development contemporatines    Development											
the word, but we do have certain smillarities. Every family have traditions and different perspectives of ality life that from yet of our perspectives of ality life that from yet of our perspectives of ality life that from yet of our perspectives of ality life that from yet of our perspectives of ality life that from yet our perspectives of the perspective life our perspectives of the perspective l		5 weeks	Perspective	Point of view		One must comprehend that what we know as	C, D	VIII. Critical thinking skills IX. Creative thinking skills	Cultures: 2.A-B Connections: 3 A-C	Major Project & Oral repost: Creation of a Postcard of Latin American City	
Less desauffiles mundules    Secondary   S	contemporanea				Development	the word, but we do have certain similarities.		X. Transfer skills	Comparisons: 4. A-C,		
Les desulfors mundiales    3   veeks   Communication   Audience imperatives   Gibalization & in the city or rual areas, and what effect does that have in the regional and national expensions. The growth in population has increased mundiales must be free feed of the propose. The growth in population has increased mundiales must be free feed of the propose. The growth in population has increased mundicating and agricultural host personales by the feed of the propose. The growth in population has increased mundicating and agricultural host personales to accommodate the point of mass production to accommodate the proposed of the propose. The growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and agricultural host growth in population has increased mundicating and increased in population of the proposed continual increased in population of the						Every family has traditions and different			Communities 5. A-C		
Lar desaffics mundiales    A weeks   Communication   Audience importatives   Context   Communication & Sustainability   Westil Know the reasons why people choose to live in the circle does that have in the regional and antional economics. The governmentate the needs of the people.   Las identificates   A weeks   Communities   Context   Personal and cultural expression   Personal and cultural expression   Context   Personal and cultural expression   Personal and cultu						perspectives of daily life that form part of our personal cultural identity					
imperatives in premarked in properties in properties in the city or rural areas, and what effect does that have in the regional and national economies. The growth in population has increased by the company of the city of t	Los desafíos	3 weeks	Communication	Audience	Globalization &	We will know the reasons why people choose to	A, B, C, D	III. Organization skills		*Essay	
The growth in population has increased manifecturing and granifecturing and granifecturin	mundiales			imperatives	Sustainability	live in the city or rural areas, and what effect does			Comparisons,	* Oral and written comprehension	
Las identifiades personales y principales personales y pribilicas  S weeks Pactionships  S weeks Frail Poject  Family & Communities Family & Family & Communities Family & Family						that have in the regional and national economies.  The growth in population has increased			C, 5. A-B		
Lat identidades personales y publicus  3 weeks Personal and cultural expression Final Project Final Project Family & Communities Family & Communities Family & Communities 9 weeks Communities 9 weeks Communities Context Formula (Linguage & Culture) Family & Communities 9 weeks Communities 9 weeks Communities 9 weeks Communities Personal and cultural backgrounds, in this unit we learn about the cultural backgrounds, in this						manufacturing and agriculture has reached the					
Las identidades personales y principe and Review for AP Spanish Language & Culture College Board Test  Final Project  Final Project  Family & Connections  Family & Communities  Family & Communities  Found Personal and cultural backgrownes, in this unit we learn about the cultural species of Latin American countries and what makes them unique.  Los memorication skills						point of mass production to accommodate the					
Relationships  Relati	Las identidades	3 weeks	Communities	Context	Personal and cultural		A. B	I. Communication skills	Cultures: 2.A-B	Video, Research & Constructed response:	
Practice and Review College Goard Teast Language & Collume College Goard Teast Final Project Spanish III MVP 4/5- Richardson Family & Communities and College Goard Teast Communities Spanish III MVP 4/5- Richardson Family & Communities Spanish III MVP 4/5- Richardson Family & Communities Spanish III MVP 4/5- Richardson Family & Connections Context C	personales y		Relationships			cultural backgrounds, in this unit we learn about		II. Collaboration skills	Connections: 3. A-C	"Identidad Cultural	
Practice and Review for AF Spanish Language & Culture College Board Test  Communities  Family & Communities  Contemporary Life	públicas							VI. Information literacy skills			
for AP Spanish Language & Culture College Board Test  2 weeks  Final Project  2 weeks  Final Project  2 weeks  Final Project  4/5- Richardson  Family & Communities  A, B  All All All All All All All All All Al	n in .					white makes them unique.		VII. Media literacy skills		W I I D' W I 2 A F	
Final Project 2 weeks	for AP Spanish	3 weeks								Week 3: Print & Audio Combined	
Final Project 2 weeks	Language & Culture College Board Test									Week 4: Speaking Week 5: Speaking & Audio Combined	
Spanish III MVP 4/5- Richardson  Family & Communities  9 weeks  Context  Context  Point of view  Orientation of time and space  and space  Spanish III MVP  4/5- Richardson  Family & Communities  1. Communication:Show understanding of information, main ideas and supporting details VII. Media literary skills Compare, contrast and draw conclusions among (until) media resources  A, B  (Incommunity and global community and global interpret and beliefs we establish relevant global interactions, as well as interpret communications.  L'Communication: Show understanding of information, main ideas and supporting details VII. Media literary skills Compare, compared and spectures and beliefs we establish relevant global interactions, as well as interpret communications.  L'Communication: Show understanding of information, main ideas and supporting details VII. Media literary skills Compare, communications A, B  L'Communication: Show understanding of information, main ideas and supporting details VII. Media literary skills Compare, communications A, B  L'Communication: Show understanding of information, main ideas and supporting details VIII. Media literary skills Compare, communications A, B  L'Communication: Show understanding of information and understating to information understanting to inferentiation: Interpret communications Interpret communications Interpret and use effectively unders of non-verbal and		2 weeks						Final Exam		News Report Video, Audio, and Print for 2:00	
A/5- Richardson  Family & Connections  Context  Communities  9 weeks  Communities  9 weeks  Contemporary Life  Long Life Residual Solution Life interactions as and supporting details  VIII. Media literacy skills  Compare, contains of Life Residual Solution Life interactions as and supporting details  Visual & Listening Connection Solu										minutes	
Family & Connections  Sometimes											
Communities  9 weeks  Culture  Point of view and space establish relevant global interpretations, as well as temperature and space establish relevant global interpretations, as well as temperature and space establish relevant global interpretations, as well as temperature and understating to interpret communication: Use interpret communication:  Legisland Comprehension  Visual & Listening Comprehension			Comment	Control	Talamata' 1	There is all discourses and the second		I Communication Chamada and American	21-21-21022 22	Video Consess Conta	
9 weeks  Contemporary Life  Culture  Point of view and space and space establish relevant global interactions, as well as  I communication the interpret communication Interpr			Connections	Context		relationships and meaningful community and		information, main ideas and supporting details		Visual & Listening Comprehension	
9 weeks  Contemporary Life  Culture  Point of view Orientation of time and space establish relevant global interactions, as well as Interpret communication Interpret and use effectively modes of non-verbal Interpret communication Interpret and use effectively modes of non-verbal Interpret communication Interpret and use effectively modes of non-verbal Interpret communication Interpret and use effectively modes of non-verbal Interpret communication Interpret and use effectively modes of non-verbal use effectively modes of non-verbal Interpret and Interp						global connections		VII. Media literacy skills Compare, contrast and draw conclusions among			
and space establish relevant global interactions, as well as to interpret communication a, 3.36, 3.f Un viaje Inobvidable!  Literpret and use effectively modes of non-verbal laterpret and use effective modes of non-v		9 weeks					A, B	(multi) media resources			
lograping bout to interest and who other ideas	Contemporary Life		Culture	Point of view		By exploring other cultures and beliefs we				· Major Project: · Un visie Individable!	
9 weeks C, D communication					and space	learning how to interact and value other ideas		Interpret and use effectively modes of non-verbal	w, J.J. J.1	on rage morroadic:	
		9 weeks			1		C, D	communication			

					I		T	T	1	
Science & Technology		Communication	Structure	Scientific and Technical Innovations	The knowledge and the use of new communication technology and information bring us closer and separate us from other ways to see the world		I. Communication:Use a variety of speaking techniques to communicate with a variety of audiences	3.1e, 3.1f, 3.2a, 3.2c, 3.2 d, 3.3a, 3.3b	· Major Project: Technology in my life	
					structure.		Use appropriate forms of writing for different types of audiences II. Collaboration: Give and receive meaningful			
	9 weeks					C, D	feedback			
Global Challenges		Creativity	Purpose	Globalization and sustainability	Creativity includes the ability to establish purpose and value of ideas when developing innovative decision-making on human kind and the environment.		VIII. Critical thinking skills IX. Creative thinking skills Show understanding of information, main ideas and supporting details VII. Media literacy skills Compare, contrast and draw conclusions among	3.1a, 3.1b, 3.1e, 3.1f, 3.3 a, 3.3b	-Video -Visual & Listening Comprehension	
	9 weeks					A, B	(multi) media resources			
Spanish II MYP 3/4/5- Monreal,										
Richardson		Connections	Purpose	Identities &	Human relationships including families, friends.	A. B	I.CommunicationSkills:Show understudying of	1a, 1c,1f, 3b, 3a, 3b	Video:¿Qué estudias?	
Personalidades, la vida del estudiante y la vida personal	9 weeks	Connections	Turposc	Relationships	communities and cultures allows for the exploration of the purpose of the language.	Α, Β	messages, main ideas and supporting details in familiar situations Identify basic facts, main ideas and supporting details, and draw conclusions	14, 10,11,50,54,50	Taco, que estatas.	
y in transpersonal	y weeks	Culture	Point of View	Personal & Cultural	Learning the language of the community provides	C, D	I.CommunicationSkills:Interact in rehearsed and	1a, 1e, 2a, b, c, d, 3a, 3b	Project: Lugares en mi Comunidad y en el	
Lugares en mi comunidad y en el				Expression	opportunities to embrace diversity and to participate in meaningful global interactions by exploring the way in which we discover and		unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations Organize information and ideas and use a range		mundo hispanohablante	
mundo hispanohablante	9 weeks				express ideas, feelings and cultures in present and past tense		of basic cohesive devices			
		Creativity	Context	Orientation in space	The exploration of personal stories is nurtured through the process of applying the language in context	C, D	1.CommunicationSkills:Interact in basic structured exchanges on a limited variety of aspects within familiar situations Write and speak using a basic range of vocabulary, grammatical structures and conventions, when speaking, use clear	2a, 2b, 2c, 1c, 1d, 1e, 1f	Project: Cuando Era Nino	
Cuando era niño	9 weeks	Connections	Audience.	& time	Through the soule of leaves and the	4 D	pronunciation and intonation  I.CommunicationSkills:Engage with the written	1- 1- 16 2- 25 2- 2-	Video y Lectura, El sistema de salud	
		Connections	Meaning		Through the exploration of language and the process of learning a language, we exchange, express and transform information, facts, ideas, meanings and opinions	A, B	and visual text by identifying ideas, opinions, and attitudes and my making a personal response to the text/visual.  Engage with the spoken and visual text by	1a, 1c, 11, 2a, 2b, 2c, 3a, 3b	Video y Lectura, El sistema de salud	
En el Consultorio	9 weeks			Globalization & Sustainability			identifying ideas, opinions and attitudes and by making a personal response to the text			
Spanish I MYP 1/4/5-Mrs. L.										
Level 1- Personal and Public Identity		Communication	Word choice, Audience	Personal and cultural expression	Aspects of identity are expressed through various situations.		I. CommunicationSkillts/Show understanding of information, main ideas and supporting details VII. Media literacy skills Compare, contrast and draw conclusions among (multi) media resources	Level I. 1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F; 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	In-class exam: Video Bienvenida, Marissa Provide audio, video, ext or graphie authentic resources to students for individual interpretation. Assess student comprehension, identification, and recognition of the material through concrete evaluations.	Communicators: Students express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening curefully to the perspectives of other individuals and groups. Open minded: Students critically appreciate their own cultures and personal histories, as well as the values an traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the Stake takers. Students approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
Level1-	9 weeks	Connections	Patterns	Orientation of space	Societies and individuals define quality of life.	A, B	L.CommunicationSkills:Use intercultural	Level I.	· Maior Project:	resilient in the face of challenges and change.
Contemporary Life	9 weeks			and time		C, D	understating to interpret communication Interpret and use effectively modes of non-verbal communication	1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F; 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	Create and present an individual written or visual presentation about school schedule and after school activities including your preferences and opinions about your daily school routine and respond to questions by the teacher	
Level 1- Families and Communities	2	Culture	Structure, Conventions	Identities and Relationships	The connections we create and the interactions that we have in diverse contexts allow for different types of relationships to be established.		I.CommunicationSkills:Show understanding of information, main ideas and supporting details VII. Media literacy skills Compare, contrast and draw conclusions among (multi) media resources	Level I. 1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F, 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	Complete a reading (authentic resource) that describes family members in detail from one person's perspective. Respond in short answer format to verify comprehension.	Knowledgeable: Students develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.  Caring: Students show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around them.  Reflective: Students thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to
	9 weeks		0 4	OLL F. C.	77 1 2 1 1 2 61 2	A, B	10	x 1x	W: B:	support their learning and personal development.
Leve; 1- Global Challenges	9 weeks	Creativity	Conventions, Function	Globalization and sustainability	The observation and analysis of the use of language allows us to understand how cultural consumerism functions in global and regional contexts.	C. D	I.Communicationskills:Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different types of audiences II. Collaboration: Give and receive meaningful feedback	Level I. 1.A, 1.B, 1.C, 1.D, 1.D, 1.E, 1.F; 2.1, 2.B, 2.C, 2.D; 3.A, 3.B, 3.C	-Major Project:     -Create an individual written or visual presentation about your dwelling choices and preferences / responsibilities.	Thinkers: Students use critical and creative thinking skills to analyze and take responsible action on comples problems. We exercise initiative in making reasoned, ethical decisions.
Language Wheel:	7 WCCKS					С, Б	Give and receive meaningful feedback			
MYP 1 during the fall semester										
French = Hortman,	German = Stiffler	mire, Italian= Minot								
Basics of French	4 weeks	Communication	Word choice Patterns	Identities and Relationships	We learn the basics of French (numbers, alphabet, colors, time, animals) by listening.	A	I. Communication (Interaction & literacy) II. Social (Collaboration)	Level I. 1.A, 1.B, 1.C, 1. D, 1.E, 1.F	Listening Exam	
	4 weeks	Communication	Development	Personal & Cultural Expression	We express and develop our ideas when communicating with others.	B, C	I. Communication (Interaction & literacy) II. Collaboration	Communication & Culture: 1. A-B 2.A-B 3.A	Partner conversation using photos; communicating basic culture characteristics of Germany	

Italian: La Penisola Italiana	4 weeks	Communities	Meaning & Word choice	Orientation in space and time - Identities and relationships	The geographical orientation of a country influences a communities perspective of their place in natural spaces within fixed times.	A, B, C, D	1. Communication (Interaction & literacy)	LEVEL I NOVICE: 1.A. 1 B. Interpersonal 2.A-B- interpretive 3.A: presentational	La Mia Italia'/ "La mia maschera preferita".  Research and answering some questions within the FINAL Criteria: B/D.:recognizing some major geographic & cultural aspects of one region/ recognizing THE ITALIAN CARNIVAL masks and main celebration - CRITERIA B & D/ greetings and personal intorduction		
Spanish: Foods of Spanish Speaking Countries	4 weeks	Communication	Meaning, Message	Identities and relationships	Communication is based on perceptions from our background with the message and meaning being of value.	D	I. Communication (Interaction & literacy)	Exploratory Languages; (2)	D- Menu and Restaurant presentation		
Spring Semester- S	Students concentra	ate on one language	of choice								
French: Spring se	mester MYP1										
Self-Expression, Listening	6 weeks	Communication	Word choice Patterns	Identities and Relationships	We learn to communicate basic information about ourselves and others by listening.	A	I. Communication (Interaction & literacy) II. Social (Collaboration)	Level I. 1.A, 1.B, 1.C, 1. D, 1.E, 1.F; 2.A, 2.B, 2. C, 2.D; 3.A, 3.B, 3.C	Listening Exam		
Self-Expression, Reading	3 weeks	Connections	Meaning Message	Identities & Relationships	We learn to form basic connections with others by reading.	В	Research(Information & media literacy, critical literacy)	Level I. 1.A, 1.B, 1.C, 1. D, 1.E, 1.F; 2.A, 2.B, 2. C, 2.D; 3.A, 3.B, 3.C	Reading Exam		
Self-Expression, Speaking and Writing	9 weeks	Creativity	Form Structure Accent		We learn to express basic information about ourselves and others creatively by speaking and writing.	C, D	Thinking(Critical thinking, creatively & innovation, reflection & transfer) Self-management(Organization & affect skills)	Level I. 1.A, 1.B, 1.C, 1. D, 1.E, 1.F; 2.A, 2.B, 2. C, 2.D; 3.A, 3.B, 3.C	Family Tree Project (D) and Presentation (C)		
Spanish: Spring se	emester MYP1										
Global Challenges- 6th gr.	9 weeks	Global Interactoin	Function, Conventions, Structure	Gloablization and Sustainability, explore markets	Individuals exist as consumers.	A, B, C,D	1. Communication skills.  Exchanging houghts, messages and information effectively through the rection.  Lies a variety of speaking techniques to communicate with a variety of audiences.  Use a variety of media to communicate with a range of audiences.  Reading, writing and using language to gather and communicate information.  Organize and depict information logically	1.A, B, C, D; 2.A, B, C, D; 3.A, B, C	Dream House project and presentation	Reflection: Reflect on what it means to be well-balanced. Help students understand the importance of physical, mental and emotional well being to achieve personal and public well-being and recognize our independence with respect to other people and the world that we live in.	Thinkers: Students use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Families and Communities -6th gr.	9 weeks	Communities	Connections, conventions, structure	Identities and Relationships; explore- beliefs and values	The connections we create and the interactions that we have in diverse contexts allow for different types of relationships to be established.	A.B	I. Communication (Interaction & literacy) III. Organization skills Managing time and tasks effectively  • Keep and use a weekly planner for assignments  • Bring necessary equipment and supplies to class	1.A, B, C, D; 2.A, B, C, D; 3.A, B, C	Exam Reading comprehension Short answer response	we live iii.	current decisions.
Italian: Spring ser	mester MYP1					,=	and the second s	2,000,2,0	Salar and Troping		
Italian laCiao, Come va?	8 weeks	Communication	Meaning & Word choice	Personal & Cultural Expression	Communication, including word choice is dependent on audience, cultural context and setting	A, C, D	I. Communication Thinking Skills	Communication & Culture: 1. A-B 2.A-B 3.A	Salve! Come sta professoressa? Partner Skit: written and oral presentation -formal & informal conversation		
Italian 1b: Alla facoltà	8 weeks	Communication	Meaning, Patterns	Identities & Relationships	Communication, including word choice is dependent on audience, cultural context and setting	A, B, D	Research I. Communication	Communication 1.A-B Connections 3.A	Chi e che cosa c'è nell'aula della professoressa Capotorto? -Physical/visual representation & description of people, places & objects in classroom		
FinalsReview & Exam	2 weeks								Final Exam		
German: Spring s	emester MVP1										
Wer bist du? Who are you?	5 weeks	Communication	Audience, Message	Identities and Relationships	Aspects of identity can be expressed in various situations.	A, B, C, D	I. Communication	c1A, c1B, c2A, c3A	Oral interaction; written activity; reading copmrehension; Listening comprehension		
Komm mit nach Hause!	5weeks	Communication	Context, meaning	Oreintation in Space and Time; explore- Natural and human landscapes and resources	A home is where people live, eat, and share with others.	A, B, C , D	I. Communication skills II. Collaboration skills IV. Affective skills VI. Information literacy skills VII. Media literacy skills	c1B, c1C	Written presentation Oral presentation;Listening comprehension; Reading comprehension Product: Video		
Spiel und Spass.	6 weeks	Communication	Connections	Personal and Cultural Expression	Communication allows us to make connections about interests, likes and dislikes, and share opinions.	A, B, C, D	Communication skills     Collaboration skills     V. Affective skills     VI. Information literacy skills     VII. Media literacy skills	c2B	Test, Listening comprehension; Reading comprehension		
FinalsReview & Exam	2 weeks										

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Ind. & Societies: Unit Title	Duration	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry:	Objectives Assessed	ATLs Taught	TEKS/ AP/ Content	Summative Assessment /Criteria	Service	Learner Profile	
	Juiation	Does it have	Does it have one or	Does it have a G.C. and	How are the key concept, related	лэсээси	Which ATL's are specifically taught in this unit?	reso, Ar, Content	/ Griteria	SCI VICE	zeamer rrottle	
Does this match the title in ManageBac?		ONE Key Concept?	two related concepts?	an exploration identified?	concept and G.C./exploration connected to create this big idea?							
AP World History												
MYP5- Kimble Period 1 & 2: Ancient &	7 weeks	Systems	Resources		Changes can lead to the development of	A, B	Thinking	WH.1A, WH.1B,WH.1C,				
Classical	/ Weeks	Systems	Resources		new systems.	A, B	Self-Management	WH.2A, WH.2B, WH.2C, WH.3A, WH.3B, WH.3C, WH.16B, WH.17A, WH. 17B, WH.19A, WH.20A,				
				Identities and relationships				WH.20B WH.25A, WH.25B, WH. 26B, WH.27A, WH.27E	Period 1 & 2 Exam			
Period 3: 600 CE - 1450 CE	10 weeks	Change			The emergence of globalization leads to the expansion of communication, economic options and cultural interactions.	B, C, D	Thinking, Research	WH.1C, WH.1D, WH.3A, WH.3B, WH.4A, WH.4B, WH.4C, WH.4D, WH.4E, WH.4F, WH.4G, WH.4H, WH.4J, WH.4K, WH.5A, WH.5B, WH.7D, WH.7E, WH.19B, WH.20B, WH.				
			Communication Communities Connections	0.00				WH.19B, WH.20B, WH. 22B, WH.23A, WH.24B, WH.25C, WH.25D, WH. 26A, WH.26B, WH.27C, WH.27A	Description Francisco Long Francisco			
Semester review	1 week		Global interaction	Orientation in space and time				WH.27A	Byzantine Empire Long Essay Finals			
Period 4: 1450 CE -	5 weeks	Change	Communities,		European dominance grows worldwide.	A, D	Thinking,	WH.1D, WH.1E WH.4I,	1 mais			
1750 CE			Global Interaction, Conflict	Orientation in space and time			Research	WH.6A, WH.6B, WH.7A, WH.7B, WH.7C, WH.7F, WH.9A, WH.9B, WH.9C, WH.9D, WH.16B, WH.20A, WH.20B, WH.20C, WH.	Trans-Atlantic Slave Trade Project			
Period 5: 1750 CE -	3 weeks			Orientation in space and time	Global changes led to the spread of	A, B	V. Research	WH 1E WH 7F	Trans-Atlantic Stave Trade Project			
1900 CE			Communities Global interaction Innovation and		industrialization, global capitalism, imperialism, nation-state formation, nationalism, revolution, reform and global migration.			WH.8A, WH.8B, WH.8C, WH.8D, WH.8E, WH.16B WH.17A, WH.17B, WH. 18A, WH.24B WH.28A, WH.28B, WH.				
		Change	revolution	Orientation in space and time				28E	Revolution Anatomies			
Period 6: 1900 - 2015	5 weeks	Communities			Exploring the consequences of Globalization: Science, Environment, Culture, Conflict and Cooperation.	A, C	Thinking	WH.1F,WH.10A, WH.10B, WH.10C, WH.10D, WH. 11A, WH.11B,WH.12A, WH.12B, WH.12C, WH. 13A, WH.13B, WH.13C, WH.13D, WH.13E, WH.13F, WH.14A, WH.14B				
			Perspective Relationships Conflict	Globalization and sustainability				WH.17C, WH.18B, WH. 18C, WH.18D, WH.18E, WH.19B, WH.20D, H.22C, WH.22D, WH.24B, WH. 28C, WH.28D, WH.28E,	Period 6 Exam			
	3 weeks	Communicatio n	Perspective Significance		The historical development of disciplines is directly proportional to the duration of their existence.	A, B	I. Communication	WH29A, WH29B, WH29C, WH29D, WH29E, WH29F, WH29G, WH29H, WH30A, WH30B, WH30C, WH30D,				
Original Research Review & Exams	2 weeks		Patterns and trends	Orientation in space and time				WH31A, WH31B	Annotated Bibliography Exams			
AP & Pre-AP World	2 weeks								ExaifIS			
History MYP5												
1_RiverValley Civilizations	4 weeks	Systems	Causality (cause and consequence)	Identities and relationships	Changes can lead to the development of new systems. Systems are complex. Among the systems there are many similarities.	A, D	I. Communication skills, III. Organization skills, VII. Information literacy skills, VIII. Critical thinking skills, X. Transfer skills	WH.1A, B, C; 2A, B, C; 3A, B, C; 16B; 17A, B; 19A	Unit1 Test			
2_Classical Era	4 weeks	Systems	Causality (cause and consequence)	Identities and relationships	Early states and empires expanded and religious, cultural, and as political systems became more complex, contacts between people strengthened and multiplied.	A, D	I. Communication skills, III. Organization skills, VI. Information literacy skills, VIII. Critical thinking skills, X. Transfer skills	WH.20A, B; 25A, B; 26B; 27E	Roman Empire Comparison			
3_Post Classical	5 weeks	Change	Culture Interdependence		Changes can lead to the development of new systems. Systems are complex. Among the systems there are many similarities.	B, C	I. Communication skills, III. Organization skills, IV. Affective skills, V. Reflection skills, V. Reflection skills, VI. Information literacy skills, VII. Media literacyskills	WH.1C, WH.1D,, WH.3A, WH.3B, WH.4A, WH.4B, WH.4C, WH.4D, WH.4E, WH.4F, WH.4G, WH.4H, WH.4J, WH.4K, WH.5A, WH.5B, WH.7D, WH.7E, WH.19B, WH.20B, WH.	, , , , , , , , , , , , , , , , , , , ,			
				Fairness and development				22B, WH.23A, WH.24B, WH.25C, WH.25D, WH. 26A, WH.26B, WH.27C, WH.27A, WH.27B	Medieval MenuProject			
4_Age of Exploration, 1450-1750	6 Weeks	Time, place and space	Culture Interdependence	Globalization and sustainability	There is a human desire to create, develop, and change the world regardless of culture.	A, C	I. Communication skills, III. Organization skills, IV. Affective skills, IV. Reflection skills, VI. Information literacy skills, VII. Media Itieracy skills, VII. Media Itieracy skills	WH.1D, WH.1E WH.4I, WH.6A, WH.6B, WH.7A, WH.7B, WH.7C, WH.7F, WH.9A, WH.9B, WH.9C, WH.9D, WH.16B, WH.20C, WH.21A, WH. 21C, WH.22B, WH.27B, WH.27D, WH.27E	ExplorationMap Shot			
5_Age of Revolutions, 1750-1914	8 Weeks	Global interaction,	Causality (cause and consequence) Ideology	Globalization and sustainability	Society and economy are affected by different global networks.	A, C, D	L Communication skills, VIII. Critical thinking skills	WH.1E, WH.7F WH.8A, WH.8B, WH.8C, WH.8D, WH.8E, WH.16B WH.17A, WH.17B WH.18A, WH.24B WH.28A, WH.28B, WH. 28E	Enlightenment/Scientific Revolution/Revolutionary Historical Biography			

6 1914-Present Current	8 Weeks	Global		1	Changes in science and technology,	A, B, D	I. Communication skills,	WH.10A, WH.10B, WH.					
Era	o weeks	interaction			political structures, and the global	А, Б, Б	IV. Affective skills,	10C, WH.10D, WH.11A,					
			Causality (cause and consequence)	Globalization and	economy shape human life and the natural environment.		V. Reflection skills, VI. Information literacy skills,	WH.11B, WH.12A, WH. 12B, WH.12C, WH.14A,					
			Ideology	sustainability			VII. Media literacy skills	WH.15B,	WWII DBQ Outline				
EOY Review & exams	2 weeks								Exams				
AP Human Geography MYP4-													
Unit 1:Geography: Its	5 weeks	Relationships	Patterns & Trends;	Identities & Relationships	Knowing the location of places, people, and	A,	I.CommunicationSkills:Reading, writing and using language to gather	2A, 20A, 21B,C; 22D	Test/ Knowing and Understanding				
Nature and Perspectives			Scale		events is a gateway to understanding complex environmental relationships and		I.CommunicationSkills:Reading, writing and using language to gather and communicate information; • Make inferences and draw conclusions; • Use and interpret a range of discipline-specific terms						
					interconnections among places and across		and symbols.  VIII.Critical Thinking:Analyzingand evaluating issues and ideas; Interpret data; • Draw reasonable conclusions and generalizations						
Unit 2: Population &	6 weeks	Change	Causality; Patterns	Orientation inspace and time	landscapes.  Population changes across space and over	C, D	L Communication Skills: Exchanging thoughts, messages and	1A 6A 6D 7A 7D 7C 7D	Presentation analyzing the				
Migration	0 weeks	Change	and Trends	Onemation inspace and time	time include demographic trends, migration, and relationships to both	С, Б	LCommunication Skills-Exchanging thoughts, messages and information effectively through interactions: Vice a variety of needlin tocommunicate with a range of audiences, Reading, writing and the communicate with a range of audiences, Reading, writing and saing language to gather and communicate information; Reading, writing and using language to gather and communicate information; Make inforences and draw conclusions; Wilke inforences and draw conclusions; Wilke inforences and draw conclusions; Allex inforences and draw to an information of the constituent parts and synthesis them to read as east understanding	111, 011, 011, 111, 111, 111, 111, 111,	presence or absence of a disease in				
					human and physical		using language to gather and communicate information; Reading, writing and using language to gather and communicate information;		a region linking it to population, economics, and other population				
					geography.		Reading, writing and using language to gather and communicate information; • Make inferences and draw conclusions;		factors.				
							ideas; • Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding						
Unit 3: Culture	7 weeks	Culture	Diversity	Identities & Relationships	There are various aspects of culture, there are	A, B	I.Communication:Structure information in summaries, essays and reports, Make inferences and draw conclusions;	9A, 16a, 16B, 16C,17A, 17B,	Religion Project, Test				
					geographic patterns of culture in regards to language and religion, and culture has an		Thinking:Drawreasonable conclusions and generalizations	17C					
					impact on spatial interactions and landscape.								
Unit 4 : Politics	4 weeks	Systems	Management and intervention;	Fairness and development	Humans have created political systems that help manage and intervene, in both man-made	A, D	I.Communication Skills:Preview and skim texts to build understanding, Read critically and for comprehension, Use	2A; 5A & 5B; 7B; 13A & 13B; 14A, 14B, & 14C; 15A,	Test/FRQ				
			Patterns and Trends		and physical situations, and will be able to understand patterns and trends on the local,		understanding, Read critically and for comprehension, Use appropriate forms of writing for different purposes and audiences; VIII.Critical Thinking Skills:Recognizeunstated assumptions and bias, Consider ideas from multiple perspectives	15B; 18B; 21B; 22C					
					national, and international levels.								
Unit 5: Agriculture, Food Production, and Rural Land	4 weeks	Relationships	Management and	Globalization and sustainability	Agricultural practices vary around the world, patterns of agricultural production exist in	A, C, D	Communication: Useappropriate forms of writing for different purposes and audiences, Read critically and for comprehension, Structure information in summaries, essays and reports;	8C, 11B, 12A, 12B, 19C, 22C	Test and FRQ - A, D				
Use Use			intervention; Sustainability	Sasanaomi,	regions around the world, and the role of		Structure information in summaries, essays and reports; Self-Management:Plan short- and long-term assignments; meet						
					women in agriculture is important to economic development.		deadlines						
Unit 6: Industrialization and Economic	4 weeks	Development	Disparity and	Scientific and Technological	The elements of industrialization and economic development are linked to each	A, B, D	I.Communication:Read critically and for comprehension; Make inferences and draw conclusions;	2A, 5B, 10A, 10B, 11A, 11B, 12B, 21B	Test and FRQ - A, C				
Development			equity; globalization	Innovation	other and there are patterns of		Thinking: Gather and organize relevant information to formulate an argument, Interpret data, draw reasonable conclusions and	11D, 12D, 21B					
					industrialization around the world which impact the development of countries.		generalizations						
Unit 7: Cities and Urban Land Use	4 weeks	Time, Place,		Orientation inspace and time	Cities are located in specific places as well,	A, D	Self-Management: Use appropriate strategies for organizing complex information.	6A, 6B, 16D, 22A	Test and FRQ - A, D				
Land Use		and Space	and Trends		cities have distinct structures, landscapes and characteristics.		information, Thinking:Usemodels and simulations to explore complex systems and issues						
EOY Review & exams	2 weeks								Exams				
World Geography MYP4- Casev, Miller													
Tools of Geography	6 weeks	Systems	Scale	Scientific and Technical	Geographers use a variety of tools to	B. D	I. Communication		Project				
room or ocography	o weeks	Systems	Scarc	Innovation	understand relationships between groups of people and how people interact with their	5,5		8A, 8B, 9A, 9B, 16A, 16B,	Toject				
					environment and other people.			16C, 17A, 19A, 20A, 21B, 21C, 22C					
Physical Geography	3 weeks	Change		Identities and Relationships	Humans have a complex relationship with the world in which they live and must understand	A	I. Communication		Test				
			consequence) Processes		the consequences of human actions on the			17B 2A 15A 12B 15B					
					earth as well as the natural processes that occur within the earth.			17B, 2A, 15A, 12B, 15B, 17C, 19B, 18B, 2B					
Human Geography	9 weeks	Culture	Diversity	Fairness and Development	Students recognize the diversity of culture in	B, C	I. Communication VI. Information literacy		B: Research the 5 main religions				
			Globalization		regards to religion, language, government, economics and how globalization has made		VI. Information literacy		C: World Cultures Mural				
					the sharing of knowledge, beliefs, and information easier.			14B, 10A, 10B, 18C, 5A, 13B, 21A, 13A					
Semester break													
US and Canada	2 weeks	Identities		Orientation in Space and	Patterns of colonization and migration impact the culture and the environment.	A, D	I. Communication	17B, 7C, 1A, 1B, 6A, 6B,	Project				
			consequence) Patterns and trends	Time	the culture and the environment.		VI. Information literacy	7B, 12A, 16D, 17D, 18A, 18D, 7D, 10D, 22A					
Latin America	2 weeks	Communities	Culture	Globalization &	Environmental and cultural issues in Latin	D	I. Communication	,,,	Test				
			Sustainability	Sustainability	America impact communitites and sustainability.			22E, 7D, 10D, 12B, 18D,					
Europe	3 weeks	Relationships	Globalization	Fairness & Development	History and power influence geography.	C, D	I. Communication,		Teach a lesson project- SPICE				
			Power				VIII. Critical thinking, IX. Creative thinking,						
0 . 11.	2 1		G 1:	p. 11 1 .	B. Cith I.	G.D.	X. Transfer skills	2!, 15A, 12B, 15B, 17C	0				
Central Asia	2 weeks	Systems	Culture Patterns and trends	Fairness and development	Past conflicts lead to current issues.	C, D	I. Communication	2a,2b,5a,5b,6b,14b	Create video & present				
North Africa & the	2 weeks	Relationships	Causality (cause and	Fairness and development	Relationships based on disparity/equity in one	A, B	I. Communication,		Research thesis & presentation				
Middle East			consequence) Disparity and		part of the world influenceevents in the rest of the world.		VIII. Critical thinking, IX. Creative thinking,	2- 5- 105 12- 14- 14' 14					
			equity					2a,5a,10b,13a, 14a,14b,14c, 16b, 17ac,18abcd, 22c					
Sub-Sahara Africa	2 weeks	Perspective	Causality (cause and	Orientation in time and space	Changes in perspective overtime can change the ethical issues of colonization.	A	I. Communication, VIII. Critical thinking		Test				
			consequence) Globalization		are emical issues of colonization.		viii. Crucal thinking	1a,2a,5b,6b,7d,8a,10cd, 12b, 14ab,16bcd,17a					
Asia	2 weeks	Development	Patterns and trends	Globalization and	Development has costs and benefits	A. D	I. Communication,	1a,2a,6ab,7acd,8a, 10bd,11c,	DBQ				
0 1 1 7			Sustainability	sustainability	impacting sustainability.		VIII. Critical thinking	14c, 22ac	nno				
Oceania and Australia	2 weeks	Systems	Power Processes	Orientation in space and time	The process of power impacts entire regions through systematic change. (military	D	I. Communication, VIII. Critical thinking		DBQ				
F	1				campaigns as well as colonization)			1a,2a, 4b,6a, 16b,18c, 22c	F				
Exams  Soc. St US History MYP3-	1 week								Exam				
Cline													
New Beginning		Time, place and	Processes	Identities & Relationships	The combination of time, place and space can provide the opportunity for development and	A, B, C, D	I. Communication, II. Collaboration, III. Organization	8.1A-C; 8.2A-B; 8.4A, 1A, 5F, 5G, 7A, 17C, 18B, 20D	Test, Journal project,				
(Colonial Era)	9 weeks	space			change.		- G						
Leaders (Government)	9 weeks	Change	Perspectives	Fairness & Development	Environmental and social factors can change ones perspective about political ideas.	A, B, C, D	VIII. Critical Thinking skills, IX. Creative Thinking Skills, X. Transfer	5 A-C, E; 20D, 22A, 23A, 8.19F; 23B	Project , Essay				
	/ WEEKS	1	1	1	ones perspective about political iteas.	1	James A. Hallister	0.17f, 23D	I .		1	1	

Conflict (Abolition, Civil War)	9 weeks	Global Interactions	Casuality (Cause	Orientation in Space and Time	There are causes, processes, and consequences of change.	A, B, C	I. Communication III. Organization skills, IV. Affective skills, V. Reflection skills	8.1, 8.7, 8.8A-C, 1C, 8A-B, 23A, 29C, 30C,E, 6B-D, 24A, 30A-C	Poster, Re-enactment, DBQ		Inquirers: Students will have to engage in inquiry to interview participants at Liendo. Communicators: Students will communicate through the process of interviewing, and then as presenters to the class for their summative	
Refocus (Reform,	9 weeks	Change	and consequence)	Scientific & Technical	Innovation in science and technology can lead	A, B, C, D	I. Communication	20C,E; 23B; 24A; 25B; 27A;	Test, Research		assessments.	
Reconstruction, Industrial Revolution)	9 weeks		Innovation and Revolution	Innovations	to revolutionary changes in the way we live and work.		VI. Information literacy VII. Media literacy	30A, 5E, 7D, 12B, 14B, 19A, 28A, 28C				
industrial (cevolution)	) WCCR3		Revolution									
Soc. St Tx History MYP2- Bell, Rose												
We are Texas!(IUD)	9 weeks	Connections	Identity Perspective  Adaptation and	Identities and Relationships  Globalization and	Through the understanding of democracy and inequality of differences in communities, one understands the different perspectives involved in their identity as a Texan.	A, B, C, D	I. Communication skills II. Collaboration skills III. Collaboration skills III. Collaboration skills IV. Affective skills IV. Information literacy skills VII. Media literacy skills VII. Media literacy skills  III. Communication skills-Exchanging thoughts,	Texas History 7(1A)- 7(23B)	C - Presentation A - Texas Advertisements	Action: Students can learn to speak up for what they believe in and take action in their school government.	Inquirers: Students can learn to question the roll of their chosen leaders. Communicators: Students will be communicating their work by presenting their information to the rest of the class. Risk takers: This is the first project of the year that will be presented to the class. This is scary to MANY of our students. They must overcome their fear of standing in front of their peers to present the information they found in class.	
(IUD)	7 WEEKS	Connections	Resources	Sustainability	culture to help understand the process of adaptations and how resources are used to adapt.	А, В, С, Б	nessages and information effectively through interaction  -Reading, writing and using language to gather and communicate information	8.14, 8.11, 8.12, 8.15, 8.23	D-			
When is it okay to rebel? (IUD)	9 weeks	Global interaction	Causality (cause and consequence)	Identities and Relationships	Sometimes people rebel against their own government.	A, B, C	I. Communication skills	8.6, 8.7	A-Keeping Up with the Colonists B, C -Historical Authentication B, C-Novel Study			
Roses are Red, This Constitution is New (IUD)	9 weeks	Identity	Causality (cause and consequence) Identity	Fairness and Development	We can effectively express our thoughts and feelings.	A, D	I. Communication skills III. Organization skills	8.5, 8.8, 8.16, 8.17, 8.19	Mind Map Preamble Collage			
		*Integrated ur	nits with Language and	Literature								
Soc. St World Cultures MYP1- LaBrie, Morrison												
What is Culture? 2016- 2017 (IDU)	5 weeks (24 hours)	Communities	Culture	Personal and Cultural Expressions	While every community has common clements, each culture expresses their beliefs, customs, and perspectives in unique ways.	A, C	Communication Skills – Exchanging thoughts, messages, and information effectively through interaction.     Reading, writing and using language to gather and communicate information	6.3 6.4E 6.16A 6.17D&E 6.22A&D	Culture Traits Project			
Seedfolks (IDU)	4 weeks (13 hours)	Connections	Setting, Character	Idenitites and Relationships	The setting humans find themselves in correlates to the development of relationships and connections within communitites, in turn impeting their character.	A, B	I. Communication skills III. Organization skills	6.10A, 6.10D, 6 Fig. 19D, 6Fig. 19E, 6 Fig. 19F	Analysis and Project			
Cultures Around the World 2016-2017	2 weeks (13 hours)	Culture	Identity	Identities and Relationships- explore culture	Culture and idenity shape who we are.	B,C	X.Transfer skills VIII. Critically thinking	6.15B 6.22A	Culture Project			
United States Government 2016-2017	4 weeks (36 hours)	Communities	Identities	Fairness and Development, explore- rights and responsibilities	A communities ability to reason rights or responsibilities shapes its identity.	A,D	Communication skills Organization skills Affective skills Affective skills Critical thinking skills Creative thinking skills Transfer skills	6.11B 6.11A 6.12B 6.13A 6.13C	Responsibilities of U.S. Citizens			
Europe- (IDU)	4 weeks (23 hours)	Communities	Idenity, Perspective, Point of view	Orientation in Space and Time-, explore- boundaries & heritage	Boundaries of communities are based on identity, perspective and point of view.	B, C	I. Communication skills III. Organization skills VII. Information literacy skills VIII. Critical Thinking	6.15B, 6.22A; LA.6.22A,B; 23A; 25C	Project			
Economics of Latin America	3 weeks (19 hours)	Change	Casuality	Globalization and Sustainability, explore- commonality	Exploring changes between places caan reveal the causes, consequences & commonality is viewed as developed or not.	D	VI. Information literacy skills VII. Media literacy skills VIII. Critical Thinking	6.10B	Economics of Latin America project			
The Three Religions	l week (7 hours)	Connections	Culture Identity Perspective	Identities and Relationships	Connections intertwine culture with identity and perspective.	A, B	I.Communicating VIII. Critically thinking	6.16A	The Three Religions Venn Diagram Analysis			
	*Integrated u	nits with Langua	ge & Literature (Langu	age Arts)								

Mathematics:			Related	Global		Objectives		TEKS/ AP/	Summative Assessment		
Unit Title	Duration	Key Concept		Context	Statement of Inquiry:		ATLs Taught	Content	/Criteria	Service	Loarnor Profile
onit ride	Duration	Key Concept	Concept(s)		Statement of inquiry:	Assessed	ALLS Idugiit	Content	/ Citteria	service	Learner Profile
Does this match the title in ManageBac?		Does it have ONE Key Concept?	Does it have one or two related concepts?	Does it have a G.C. and an exploration identified?	How are the key concept, related concept and G.C./exploration connected to create this big idea?		Which ATL's are specifically taught in this unit?				
AP Stats Yr 5											
Explorational Analysis of Data	8 weeks	Relationship	Patterns	Orientation in Space and time; explore- frequency & variability	Interpreting information from graphical and numerical displays reveals the relationships or patterns between variables.	А, В, С	I. Communication III. Organization VIII. Critical thinking	AP- College Board Objectives-Exploring data	Project; End of Unit Test		
Planning and conducting a study: Sampling and Experimentation	7 weeks	Logic	System	Personal and Cultural Expression; explore- analysis and argument	The type of analysis that is appropriate and the nature of conclusions drawn from the analysis depend in a critical way on how the data was collected.	B,C	VIII. Critical thinking II. Collaborating III. Organization VI. Information literacy	AP- Sampling and experimentation	Project; End of Unit Test		
Simulated Coins/Why np>10?	1 week	Relationship	Model, Justification	Fairness and development	Working on inference with proportion and mean justify the model of the sampling distribution.	B, D	I. Communication V. Reflection skills	AP- Sampling and experimentation	Project	Investigation, Reflection	Inquirers, Thinkers, Reflective
Review & Final	2 weeks								Semester Final		
Probability- Anticipating patterns	6 weeks	Relationships	Patterns	Scientific & technical innovation; explore- the natural world and its laws	Establishing patterns in the natural world can help in understanding relationships.	В. С	VIII. Critical thinking I. Communication II. Collaborating X. Transfer skills	AP- Anticipating patterns	Project; End of Unit Test		
Statistical Inference	6 weeks	Logic	Model	Scientific and technical innovation; explore- models	Logically, models and data are intertwined in statistical work. Statistical inference should guide the selection of an appropriate model.	B, C	VIII. Critical thinking II. Collaborating V. Reflection	AP- Statistical inference	Project; End of Unit Test		
		Relationship	Pattern, Justification	Scientific and technical innovation;	The concept of expected value involving probability may affect and influence a person's perception of gaming and		VIII. Critical thinking II. Collaborating	Probability and	Project	Investigation,	Inquirers, Thinkers,
Greedy Pig	1 week			explore- risk	winning.	A, C		Statistics		Demonstration	Knowledgeable
Review and prepare for the AP exam and finals	5 weeks					A, D		AP Review	Project; Final		
Alg II											
Foundations of Alg II-unit 1	6 weeks	Connections	Generalization Simplification	Scientific & technical innovation	Mathematical knowledge acquired from previous Maths courses develop guidance to real-life problems and is a dynamic link to higher level Maths.	А	VIII. Critical thinking X. Transfer	A.3B, A2.2A, 8.15A, 8.16B, A.7.A, A.7.B, A. 7.C	Examination		
Parent Functions	4 weeks	Form	Generalization Representation	Scientific & technical innovation	After learning the form of each parent graph, the student will communicate through illustrations the shape and underlying structure of each function, including essential elements (domain, range, etc.) as well as external appearance.	С	I. Communication III. Organization	A.2.A, A2.4.B	Project		
Is the Sky the		Time, place and space	Measurement Patterns	Orientation in time	Exploring patterns, where time and/or place are elements of those patterns, provides an insight into those specific	В	VIII. Critical thinking II. Collaborating III. Organization VI. Information literacy	A.6.A, A.6.B, A.6.D, A. 6.E, A.6.G, A2.4.A, Geo 11.B, A.5A, A.5C, A.1B, A.2.D, A.3.B, A 2.1B, A.	,		
Limit? Operation	4 weeks	Systems	Math models, quantity,	and Space	times and places.  Operations managers use models and systems to analyze and achieve optimal	C, D	VIII. Critical thinking I. Communication	1.B, Geo 5.A A.8A-C A 2.3A-B, Geo	Investigation		
Optimization-Using Systems	2 weeks		generalizations, systems	Globalization and Sustainability	results in business.		II. Collaborating VII. Media literacy	7.B, 8.14C; A 2.4B, A 2.3B-C	Project		
Exam Prep	1 week		373.01113	Sustamability			The inicial inciacy	2.55-0	Exam		
		Relationships	Justification Model	Personal and	The realtionship between math functions and real-life is highlighted by modelling and justification through personal	D	X. Transfer IV. Affective skills V. Reflection skills	A.10A, A.10B, A2.6A, A2.8D, A2.8B, A.1B, A. 1D, A.3B, A2.1B, A2.			
Planetary Pass  Logarithms & Exponentials-Zipf's Law	6 weeks	Global Interaction	Justification Representation	Globalization and Sustainability	expression.  Utilizing Zipf's law and the principles of logarithms and exponentials, the argument for the relationship between population and rank of cities can be concluded.	В, С	VIII. Critical thinking II. Collaborating V. Reflection	A2.11C, A2.9G, A2. 11A, A2.2A, A2.11 D, E,F	Real life problem  Investigation Real life problem		
Welcome to Trigonometry- study of triangles!	6 weeks	Systems	Patterns Problem solving	Globalization and Sustainability	Inquiry into a concept involves understanding patterns and processes of a system.	А	VIII. Critical thinking X. Transfer IV. Affective skills	Geo 11C, Geo 11.A	Examination		
Exam Prep	1 week								Exam		
Geometry											

			4							
		Form	Model		Mathematicians express ideas through		I. Communication	Geo 7A, Geo 3B, and		
Foundations of			Space	Personal and	geometry using models and space to		III. Organization	Geo 1A		
Geometry – Unit 1	8 weeks			cultural expression	develop form.	А	V. Reflection skills		Examination	
		Creativity	Justification		Engineers and city planners use the		I. Communication			
			Pattern		properties of transversals and parallel					
Parallel Lines and				Personal and	lines to develop the layout of a city's				Project	
Transversals	9 weeks			cultural expression	street.	B, D		Geo 1A, Geo 3C	Real life Problem	
		Form	Pattern		Architects and engineers use a variety of		II. Collaboration			
Spatial Reasoning			Space	Orientation in	patterns and forms to create unique			Geo 6A, Geo 9D, Geo	Project	
Found in MB	9 weeks			space and time	spaces.	C, D		7C, Geo 8D	Real life problem	
Semester exam	1 week									
		Creativity	Measurement		Creativity that is aesthetically pleasing to		I. Communication			
			Patterns		the eye often uses measurement and					
				Personal and	patterns which can show ones personal				Project	
Fashion Forward	6 weeks			cultural expression	or cultural expression.	B, D		Geo 11.A,B,C	Real life project	
		Form	Measurement		Many objects in the real world are made		I. Communication			
			Space	Personal and	up of the total surface area of multiple			Geo 5A, Geo 8A, Geo		
Composite Area	3 weeks			cultural expression	shapes.	A, C		7A	Project	
		Logic	Patterns		Patterns are used to connect attributes or		X. Transfer			
Distantian star	F			Orientation in Space and Time	rules helping establish logic.		IV. Affective skills V. Reflection skills	C C-  O  - O  -	T	
Right Triangles	5 weeks					А		Geo 6d, 8a, b; 9a, b	Test	
		Systems	Measurement	Scientific and	Discovering relationships through		I. Communication	Geo 9C, Geo 1A, Geo		
			Models	technical	measurement and models allows us to		III. Organization	8B, Geo 5B, Geo 5A,		
Circles	3 weeks			innovation	understand the world in which we live	С	VIII. Critical thinking	Geo 2B	Test	
Semester review &										
exam	1 week								Exam	
Alg I										
Foundations for	5 wks	Form	Equivalence,				Communication,			
Algebra			Pattern	Scientific and	Form is an important component		collaboration,			
Dashboard Unit				Technical	of equivalence and patterns in		reflection,	A.5A, B	A-Written Test Ch 1	
1,2				Innovation	scientific innovation.	A, C	critical thinking	A.12A, B, E	C-Anchor Chart	
	10 wks	Relationships	Pattern,		Technology highlights relationship		Communication,	A.2A,B,D, E, F, G,H		
Linear Functions			representation	Scientific and	representations through patterns.		collaboration,	A.3A, B, C, E		
Dashboard Unit				Technical			reflection	A.4A, B, C	0.000	
3,4,5				Innovation		B, D		A.12C, D	B, D-Barbie Bungee Investigation	
	5 wks	Communication	Representation				Communication,			
Systems of					Mathematicians communicate information and ideas expressing		reflection	A.2I		
Fauations				Identities and	personal preferences and ideas		reflection	A.3D,F,G,H		
Dashboard Unit 6				Relationships	through mathematical representations.	A, D		A.5C	A-Written Test	
	4 wks	Form	Representation,	, .	Form is used to represent	,	Communication,			
	1	10	simplification		polynomials in scientific		collaboration.			
The Language of			'	Scientific and	innovation.		reflection,			
Polynomials				Technical			critical thinking	A.10A,B,C,D,E,F		
Dashboard Unit 7				Innovation		A		A.11A,B	A-written test	
	4 wks	Relationships	Justification,		Modeling and analysis allows		Communication,			
Quadratic			modeling		justification of processes and		collaboration,			
Functions and				Domestin !	relationships are expressed.		reflection,	A.6A,B,C		
Equations Dashboard Unit 8				Personal and Cultural Expression		В, С	creativity and innovation, organization	A.7A,B,C A.8A,B	B-Desktop Catapult	
Dashbodiu Ollić 8		Delete 11	B	Cultural expression		в, С		A.OA,D	р-резктор Сатарин	
	4 wks	Relationships	Representation, modeling				Communication, collaboration,			
Exponential			modeling		Models based on issues assist in		reflection,			
Functions				Globalization and	predicting outcomes that can prevent		critical thinking	A.9A,B,C,D,E	A-Written Test	
Dashboard Unit 9				Sustainability	possible future problems.	A,D	ľ	A.12C,D	D- Zombie Virus Invasion	
	2 wks	Relationships	Model, Pattern,		Technology builds representation		Communication,	1		
			Representation		of math and art through form and		collaboration,			
Apply 3 Types of				Scientific and	modeling of patterns.		reflection,			
Functions: Linear,				Technical			creativity & innovation	1	C- Function Stained Glass Window Art	
Quad, Exponential				Innovation		A, D		A.3C,4C,6C,8B,9C,D,E	Project (Desmos)	
Mathematics Yr. 2	2 (*A, C are taug	ght and assesed b	oth semesters as	the mathematical	concepts are taught again from the	next grade level s	standards)			
Numerical	3 weeks	Systems	Model	Scientific&	Ways to understand systems in the world	A*, D	I. Communication skills	7.3A,B;	D – How Do We Compute with Integers?	
Representations	U1 – 1	1	Pattern	Technical	using models and patterns to connect	· ·		8.2A,B,C,D	(Semester 1)	
(Semester 1 & 2)	U6 – 2			Innovations	information.				A – Benchmark (Semester 2)	
Algebraic	10 weeks	Relationships	Model	Globalization and	Human systems are connected through	A, B	III. Organization skills	7.4A,C; 7.7A; 7.10A,B,	B – Jet Ski Rental	
Relationships	U2 – 3	1	Representation	Sustainability	relationships using representations and		VIII. Critical thinking skills	C; 8.4A,B,C; 8.5A,B,E,	A – WAIS PSA 1	
(Semester 1)	U3 – 2				models.			F,G,H,I; 8.8A,B,C; 8.9		
	U4 – 3									
	U5 – 2									
Geometry and	8 weeks	Change	Equivalence	Orientation in	Numbers and ideas change / convert	B, C, D	I. Communication skills	7.5A,C; 7.9D; 8.3A,B,C;	D – Containers Design	
Measurement	U7 – 2		Measurement	Space and Time	from one form to another using			8.6A,B,C; 8.7A,B,C,D;	B – Pythagorean Spiral	
(Semester 1 & 2)	U9 – 3 U10 – 3				measurement and equivalence.			8.8D; 8.10A,B,C,D	C – Surface Area Writing	
1	010-3			1						

Data Analysis and Probability (Semester 2)	5 weeks U8 – 2 U11 – 2 U12 – 1	Logic	Model Representation	Personal and Cultural Expression	analysis.		I. Communication skills IX. Creative thinking skills	7.6A,B,C,D,E,F,G,H,I; 7.12A,B,C; 8.5C,D; 8.11A,B,C		
Testing; Reviews	8 weeks	3 days	s MAP; 3 days Be	enchmarks; 13 day	s STAAR Review; 3 days STAAR; 1	0 days Semester	Review; 8 days Finals		Review	
Mathematics Yr. 1										
Creating an integer Game	9 weeks	Representation	Change Communication	Identities & Relationships, explore- competition and cooperation	Representations of mathematical principles are powerful communication tools.	А, С	I. Communication skills II. Collaboration skills III. Organization skills-time management & self-management	6.2B,C,D 6.3E 7.3A,B	End of unit - summative assessment A- Creating an Integer Game with patterns C-Presentation	
Re-designing a Thanksgiving Recipe	8 weeks	Number Relationshi	Equivalence Pattern	Identities & Relationships, explore- identity	Patterns help establish equivalence and relationships.	B, D	Communication skills-Give and receive meaningful feedback     Organize and depict information logically	6.5A 7.4D	End of unit - summative assessment B- Find and scale up a recipe D-Real life problem-write the new recipe	
Semester Review	1 week								Review	
Is Anyone Typical? (Data & Statistics)	8 weeks	Creativity	Pattern	Orientation in Space and Time, explore- scale	Pattern, survey, and creativity are found in data.	А, С	Communication skills- The student applies     mathematical process standards to describe and     summarize given or collected data. The student is     expected to thoroughly understand the center,	, , , , , ,	End of unit - summative assessment C- Analyze and summerize using measures of central tendency.	
							spread, and shape of the distribution of collected data. Conducting student surveys to generate data is a great way to increase engagement and make the data meaningful.		D - Create a survey to answer the question "Is Anyone Typical?" using numerical and or categorical data collected from survey.	Knowledgeable: Students will revisit prior graphing formative assessments.
The Clockface Project	9 weeks	Change	Simplification	Scientific and Technical Innovations, explore- methods	Change and simplification are methods to understanding.	B, D	data. Conducting student surveys to generate data is a great way to increase engagement and make	6.7A	question "Is Anyone Typical?" using numerical and or categorical data	will revisit prior graphing

Sciences: Unit			Related	Global		Objectives		TEKS/ AP/	Summative Assessment		
Title	Duration	Key Concept	Concept(s)	Context	Statement of Inquiry:	Assessed	ATLs Taught	Content	/Criteria	Service	Learner Profile
Does this match the title in ManageBac?		Does it have ONE Key Concept?	Does it have one or two related concepts?	Does it have a G.C. and an exploration identified?	How are the key concept, related concept and G.C./exploration connected to create this big idea?		Which ATL's are specifically taught in this unit?		,		200.1101.1101.110
Chemistry MYP5- Dr. Srivastava, Newkirk											
Safety	3 weeks	Relationships	Consequences	Scientific and Technical innovation	There is a relationship between behavior and consequences.	В	VIII. Critical thinking skills X. Transfer skills	1A,B, C, 2F, 2G	Safety quiz, lab		
Matter/Atomic Strructure	5 weeks	Relationships	Evidence Models	Orientation in Space and Time	Models show the relationships of how compounds change and why.	A, B, C	I. Communication skills, VI. Information literacy skills	4A, 4B, 4C, 4D, 6A, 6D	Lab, quiz and Test TimeLine		
Nuclear Chemistry	3 weeks	Relationships	Consequences Interaction	Globalization and sustainability	For sustainability, relationships and interactions must be balanced and conserved.	B, C	VIII. Critical thinking skills	12A, 12B	Chapter 21 (Nuclear chemistry test)		
Chemical Reactions	2 weeks	Change	Balance Evidence	Orientation in Space and Time	Evidence can prove that change over time can create balance.	A, D	VIII. Critical thinking skills	4, 8D, 10H	Types of chemical reactions lab		
Mole Concept/ Stoichiometry	4 weeks	Relationships	Balance Interaction	Scientific and technical innovation	In chemical reactions mass should be same before and after for a balanced reaction and it is related to conservation of mass.	A, C	X. Transfer skills	8B,C, E, 9B	Limiting reactant and percent yield lab, Test		
Periodic Table, light and electronic configuration	3 weeks	Relationships	Interaction	Scientific and Technical innovation	The relationship and interaction of elements helps define how we understand them.	A, B, C, D	VIII. Critical thinking skills	5A,B, C, 6B,C, E	Project, Lab, quiz and Test		
Ions Nomenclature/ Bonding	5 Weeks	Change	Interaction	Scientific and Technical innovation	Change and interaction attempt to explain how things behave.	A, B, C, D	VI. Information literacy skills, VIII. Critical thinking skills	5A,C, 7A,B, 7C,D, E	Lab, quiz and Test		
Acid Base	3 weeks	Change	Balance	Scientific and Technical innovation	There are buffer systems that work to keep change in balance.	A, B, C, D	II. Organization skills, V. Reflection skills,	10G,I,J	Lab, quiz, project and Test		
Gas Laws	2 weeks	Relationships	Evidence	Scientific and Technical innovation	The relationships between properties of pressure, volume, amount and temperature help define/explain gas laws.	A	VI. Information literacy skills	9 A, B	Written test		
Thermochemistry and Molarity	3 Weeks	Relationships	Energy Transfer	Scientific and Technical innovation	Some chemical reactions are exo- and some are endothermic.	B, C, D	VIII. Critical Thinking skills, VI. Information literacy skills, VII. Media literacy skills	11B,C, D, E, 9A	Lab, quiz and Test		
Finals	1 week										
Blology MYP4- Conejo,											
Biomolecules	6 weeks	Form	Function Models	Scientific and Technical innovation	The molecules out of which living things are made have specific recognizable forms which correspond to the system functions they perform in their respective roles supporting life processes.	Α,	I. Communication skills	B.9	Test		
Cells (Cell Cycle)	6 weeks	Development	Function	Scientific and Technical innovation	The development of technological tools creates visible ways to understand function.	A, B, C	II. Collaboration, III. Organization	B.1A; .4A; .7G;.5B; . 4B; B.10B	B - Cell Transport Inquiry Lab Write Up A - Cells & Cell Transport Exam (Multiple Choice, FRQ, Water Potential Practical) C- Project		
Genetics (Changes to DNA; Meiosis)	6 weeks	Change	Evidence Models	Scientific and Technical innovation	Human engineering can lead to the genetic manipulation of organisms and we can analyze the consequences in the environment.	A, D	II. Collaboration, III. Organization, X. Transfer	B.1A; .6B; .6A B.5A	Test, Case Study, A - Cell Cycle & Heredity Exam (Multiple choice & FRQ)		
Evolution	6 weeks	Change	Evidence Transformation	Scientific and Technical innovation	Life evolves throughout time.	Α	VIII. Critical thinking skills, VI. Information literacy skills, VII. Media literacy skills	B.1A; .7A; .7B; .7C; . 7D; .7E; .7F; .7G; .8A; . 8B; .8C	A - Evolution Exam (Multiple choice & FRQ)		
Taxonomy & Viruses	6 weeks	Global interaction	Environment Interaction	Globalization and Sustainability	Development plays a role in transformation with heredity and disease	B, C	VIII. Critical thinking skills, VI. Information literacy skills, VII. Media literacy skills	B.1A; .11C; .11D; .12A; .12B; .12C; .12D; .12E B.12F	B & C- Dissolved Oxygen Lab Write Up and project		
Plan and Animals System Interactions	5 weeks	Global interaction Relationships	Consequences Environment Transformation	Scientific and Technical innovation	There is interaction of systems within a living organism function.	A, D	VI. Information literacy skills, X. Transfer	B.6.H, B.10.A	A- Select one out of five projects focused on the interaction two body systems, D- Body Systems Project OR GMO Current Event Reflection		
End of Year- review & Exams	1 week										

	*1-111111									
	*Integrated units with Design									
Science MYP3- Moutoux	(Technology									
	Applications)	CI.	-	Scientific &	0 1 20 1 1 1 1 2	D 0 D		01.02.02.04.05	D. C. C. and D.	
Chemistry* (Fall)	9 weeks	Change	Form Patterns	technical innovation	Scientific and technical innovations have changed the models we use to show form and patterns in chemistry.	B, C, D	I. Communication skills VIII. Critical thinking skills	8.1, 8.2, 8.3, 8.4, 8.5	Periodic table poster COM Lab	
Physics* (Fall)	8 weeks	Systems	Energy Interaction	Scientific & technical innovation	Systems depend on the interaction of energy, forces and motion.	A, C	I. Communication skills II. Collaboration skills VIII. Critical thinking skills	8.1, 8.2, 8.3, 8.4, 8.6	S,V,A Lab Newton's Law's Carnival Demo	
Astronomy* (Spring)	5 weeks	Systems	Form Patterns	Orientation in space and time	Patterns in scale and frequency form systems in space	A, B	I. Communication skills VI. Information literacy skills, VII. Media literacy skills	8.1, 8.2, 8.3, 8.4, 8.7 & 8.8	Telescope Project Moon poster project	
Geology* (Spring)	7 weeks	Change	Evidence Models Movement	Orientation in space and time	Models of the Earth have changed due to the discovery of evidence revealed by key turning points in history such as plate tectonics theory.	С	I. Communication skills II. Collaboration skills	8.1, 8.2, 8.3, 8.4, 8.9, 8.10	Plate tectonics concept mapping Landforms project	
Life Science * (Spring)	7 weeks	Relationships	Balance Consequences	Globalization and sustainability	The consequences of human impacts on the environment affect the balance of relationships in an ecosystem.	D	I. Communication skills VI. Information literacy skills, VII. Media literacy skills	8.1, 8.2, 8.3, 8.4, 8.11	Human impact on the environment	
Science MYP2- Dawson,	*Integrated units with Design (Technology Applications)									
Scientific Process*	3 weeks	Logic	Evidence Models Patterns	Scientific and Technical Innovation	There is a process to thinking scientifically.	B, C	I. Communication skills III. Organization skills	7.1 A, B 7.2A, B, C, D, E 7.3 A, B, C, D 7.4 A, B	B-Designing Experiment C-Lab Report	
Cells*	4 weeks	Systems	Models Transformation	Scientific and Technical Innovation	All living organisms are composed of one or more cells. The cell is the most basic unit of life. All cells arise from pre-existing, living cells.	A, B, D	I. Communication skills II. Collaboration skills III. Organization skills IV. Affective skills VIII. Critical thinking skills IX. Creative thinking skills	7.3 B, C, D 7.12 D, E, F 7.13 A, B	A-Knowledge B-Design Model D-Compare and reflect	
Human Body *	12 weeks	Systems	Form Function Interaction Models	Identities and Relationships	Human body systems are comprised of interacting and interdependent components, which affect students' physical, psychological, and social development and are affected by lifestyle choices.	A, B, C, D	I. Communication skills II. Collaboration skills	7.1 A, B 7.2A, B, C, D, E 7.3 7.4 7.12 B	All- Human Body Poster	
No Child Left Indoors	I week	Systems	Balance Environment Transformation	Scientific and technical innovation	Systems are comprised of interactions between living and non-living components.	A, C	I. Communication skills IV. Affective skills V. Reflection skills VI. Information literacy skills VIII. Critical thinking skills X. Transfer skills	7.1 A, B 7.2A, B, C, D, E 7.10 A, B, C 7.11 A, B, C 7.12 A, B, C, D, E, F	A-Field Observation C- Field Study	
Reproduction, Heredity and Adaptations	5 weeks	Change	Patterns	Scientific and technical innovation	Technology can potentially change natural patterns of inheritance.	A, D	I. Communication skills II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills VI. Information literacy skills VII. Media literacy skills	7.11 A, B, C 7.14 A, B, C	A-Unit Test D-Genetic Engineering Research and Presentation	
Matter and Energy through Living Systems	5 weeks	Change	Balance Transformation	Scientific and technical innovation	Energy and matter can not be created or destroyed, they only change forms.	A	VIII. Critical thinking skills	7.5 A, C	A-Unit Test	
Changing Earth and Life in Space*	5 weeks	Connections	Balance Environment Energy Environment Evidence	Scientific and technical innovation	The unique properties of Earth make it possible for life to exist.	A, B, C, D	I. Communication skills II. Collaboration skills III. Organization skills VI. Information literacy skills VIII. Critical thinking skills	7.1, 7.2, 7.3, 7.4 7.8 A, B 7.9 A, B	A, C, D: Project	
Semester Review	1 week									
Science MYP1- Kneppler	*Integrated units with Design (Technology Applications)									
Lab Safety*	2 weeks	Communities	Consequences Environment Function Interaction	Scientific and technical innovation	How to work in scientific/technical communities/environment effectively to learn responsibilities, consequences, and functions of lab equipment.	A	I. Communication skills, II. Collaboration skills III. Organization skills, VI. Information literacy skills	6.4 A,B	Safety Menu Project	

Variables* and the Design Cycle	3 weeks	Relationships	Interaction	Scientific and technical innovation	Changes effect outcome.	В	VI. Information literacy skills I. Communication skills, II. Collaboration skills	6.4 A	Popcom Lab Paper Towel Lab Design Cycle Labs-spaghetti towers	
Chemistry*	6 weeks	Change	Environment Evidence Interaction Patterns Transformation	Globalization and sustainability	How and why matter changes influences life on Earth.	A-D	VI. Information literacy skills I. Communication skills, II. Collaboration skills VIII. Critical thinking skills,	6.4 B 6.5 A-D. 6.6 A-C	Atoms Family Album Density Station Lab Design Cycle- Adopt an Element Shirt Chemistry in a Bag lab Unit Test	
Space	3 weeks	Relationships	Models	Scientific and Technical Innovation	Gravity drives the solar system. Technology expands our knowledge of our world.	C, D	III. Organization skills VIII. Critical thinking skills Literacy skills	,,,,	Planetary Brochure	
Earth Science	6 weeks	Change	Environment	Orientation in Space and Time	Environments are changing constantly due to earth processes	C, D	I. Communication skills, II. Collaboration skills III. Organization skills, VIII. Critical thinking skills	6.6 C, 6.8B, 6.14 A, B, C	Crayon rock lab Layers of the earth wedge Volcano research project Unit test	
Energy	3 weeks	Relationships	Energy Environment Form Interaction Transformation	Globalization and sustainability	Forms of energy effect the entire population.	B. C	VI. Information literacy skills III. Organization skills VIII. Critical thinking skills	6.7 A. B	Energy Source Research Booklet Unit test	
Force &* Motion	7 weeks	Relationships	Energy Movement	Scientific and Technical Innovation	Natural world and the laws effect the relationship between movement and energy.	C, E	I. Communication skills VIII. Critical thinking skills	6.8 A- E, 6.9 A-C	Simple Machine Project Build a Roller Coaster Unit Test	
Living Systems	6 weeks	Systems	Balance Interaction Environment	Fairness and development	The balance between communities and their system effects environment.	A, C	VI. Information literacy	6.12 A-F	Animal Research/Classification Project Cell Model	
Semester Review	2 weeks									

Section   Process   Proc								1		T	1	1
See all and provided the control of	Design: Unit								_ , ,			
See	Title	Duration					Assessed		Content	/Criteria	Service	Learner Profile
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Forestanting A great Book Section of According to Section of According to Section of According to Section of According Section of Accor	-							I. Communication-give and receive meaningful				
Properties of the properties o								feedback;				
Properties of the control of the con								nerspectives and ideas				
Proposed part   Proposed par						Eventorian of ideas and concents is sided		VI.Information Literacy Skills-understand and				
Graphs   14 works   Noveley-more from from the properties   15 works   15 wor	Programming &				Personal and	through inclusion and generation of visual				Design a program that serves as an		
Heart   Part		18 weeks	Development	Innovation	cultural		A, B, C, D	media representations and modes of presentation	A-C; 6.A-F	artists work.		
The Property of the Property of the Property of the Communication of the												
Secretary System.  Secretary Sys								meaningful feedback; III. Organization skills-create plans to prepare for				
Marked State System Package System Package System State S								summative assessments;				
Number   Street   Street   Street   Street   Street and Street   Street   Street and Street   Street and Street	Data			Evaluation	Orientation in	understanding of connections across all		IV. Affective skills-Resilience;	A-H; 4.A-D, G-R, CC-	Design a program that manipulates		
Magestration   Structure   Magestration   Structure   Magestration   Magestrati		18 weeks	Systems		Space and Time		A, B, C, D	& environmental implications	E E			
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Classical Cyprographs   1s work   Development   Inservation   Special mine   Spec	S. Wegscheid											
Chanted Services of the Works Communication will be well as white the Communication will be well as white the Communication will be considered with the Comm												
Classical programming & 1s words   Programming						Major aspects of human history and		II- Collaboration skills-Listen actively to other	D, H; 3.A, B; 4.A-D;			
Cytogogney 18 weeks Cytogogney 18 weeks Communication Management of the Communication Alba. Communication						cryptography were affected by and have		VIII. Critical thinking skills-Revise understanding	5.B-E; 6.A, F-I, L, N-	Design a program to encrypt and		
Programming & B weeks Communications of Proceedings of Employees (Employee Communications of Procedings of Employees)  Static Art 18 weeks Communications Feature (Communications of Procedings of Employees)  Static Art 18 weeks Communications Feature (Communications of Procedings of Employees)  Static Art 18 weeks Communications Feature (Communications of Procedings of Employees)  Static Art 18 weeks Communications Feature (Communications of Procedings of Employees)  Static Art 18 weeks Communications Feature (Communications of Procedings of Employees)  Static Art 18 weeks Communications Feature (Communications of Procedings of Employees)  Static Art 18 weeks Communications Feature (Communications of Communications of Commu	Cryptography	18 weeks	Development	Invention	Space and Time	spurred development in each other.	A, B, C, D	based on new information and evidence	P, R, S, U, V.	decrypt information.		
Static Art 18 weeks Communication Static Art 18 weeks Communication From Static Art 18 weeks Com					Globalization &							
Personal and State Act I Is weeks Creativity I avention  Animation I Is weeks Creativity I avention  From I Is weeks Creativity I Is week I Is we					sustainability			information from a variety of sources and media				
Tailorizational Reviews Communication Plant of Communication College of Product of Produ	D			Montestand				(including digital social media and online networks)	CS1: 1.A-C; 2.A, B,			
Static Art 15 weeks Creativity Invention Particular Scientific and Section Processing Pr	Entertainment	18 weeks	Communication				ABCD	VI.Information literacy-make connections between various sources of information	D, H, 3.A, B; 4.A-W; 5 A-E: 6 F-K M-II	Design a program to entertain others		
Fernous and Assimation 18 weeks Communication by Particular Scientific and Technical Languagement (Pr 24 - 5) (Communication kills)  A financial Secretary (Pr 24 - 5		10 WCCK3	Communication	ticius	crconnection)	awareness.	Λ, Β, Ο, Β	THE STATE OF THE OTHER CONTROL OTHER	5.1 c-15, 0.15-15, 191-U.	Senga a program to emercan others.		
Regisched  State Art  18 weeks  Creativity  Invention  Function  Function  Function  The process of communication interhoology  Animation  18 weeks  Communication  Function  Fu												
Personal and Communication with	MYP 4/5- S.											
State Art 18 weeks Creativity Invention Personal and Continually adapted to and survey change bow the individual of Expression Process of communication through illustration has continually adapted to and spurred new innovations in technology.  Animation 18 weeks Communication Function Progretic and Process of communication through illustration has continually adapted to and spurred new innovations in technology.  A B, C, D  The process of communication through illustration has continually adapted to and spurred new innovations in technology. VI. Information literacy understand the impact and implement and imple	Wegscheid											
Static Art 18 weeks Creativity Investion Parcetion and Coultural Continuous Scientific and Technical Secretary Scientific and Information Handson Parameters (Information Handson Hand								I. Communication skills				
Static Art 18 weeks Creativity Javention Expression Procedural and Construction of the individual is processed and interest and interes								Communication/collaboration - give and receive				
Static Art 18 weeks Creativity Invention Personal and Cultural Expression Cultural Expression of Cultural Expressi												
Static Art 18 weeks Creativity Invention Parcel and Carting Process of Communication Process of Communication Inventors in Exchange Internation Inventors in Exchange Internation Inventors in Inventors in Exchange Internation Inventors in I								- Listen actively to other perspectives and ideas				
Personal and Carlot								III. Organization skills-create plans to prepare for				
Static Art 18 weeks Creativity Invention Expression perceived. A, B, C, D & environmental multilations (24, 5A-2), 6A-20 Diptych Digital Portrait [Cell-active and receive meaning for feedback; In Collaboration skills their responsibility for ne's one actions:    Sweeks Communication   Sweeks Communication   Function								IV. Affective skills-Resilience;	DA&A: 1.A, B, D-F,			
Lonnumication skills-give and receive meaningful feedback: In Collaboration skills-give and receive meaningful feedback: In	Charles And	101	G	Y			A D C D	V. Reflection skills-keep a journal, ethical, cultural,	H-K; 2.A-I; 3.A-G; 4.	District District Bushalit		
Second communication	Static Art	18 weeks	Creativity	invention	Expression	perceived.	А, В, С, D		C-H; 5.A-D; 6.A-D	Diptych Digital Portrait	-	
In Collaboration skills-take responsibility for one of some actions: VI. Information literacy Uniformation literacy Uniformatical literacy Uniformation literacy Uniformation literacy Uniformation literacy Uniformation literacy Uniformatical literacy Uniforma												
Animation 18 weeks Communication Function Technical Information faraagement- No 3								II. Collaboration skills-take responsibility for one's				
Animation 18 weeks Communication Function Usiness & Information flaragement- WP 3/4/5- Wismer  Amounted Basics  18 Weeks Systems  Resources  Re								own actions; VI. Information literacy -understand and implement				
Animation 18 weeks Communication Function Tech Innovation Spurred new innovations in technology.  A, B, C, D  media representations and modes of presentation  SA-D, 6A-D  Plan and Create a Proof of Product  SA-D, 6A-D  Pla					0 : .:0 :			intellectual property rights;				
usiness & formation danagements with the second of the sec	Animation	18 weeks	Communication	Function			ARCD			Plan and Create a Proof of Product		
Innovation lanagement-type 3/4/5- dismer  Seveks Systems Resources Information lanagement-type 3/4/5- dismer  Technical Innovation in deuter Basics State Systems Resources in life.  Seveks Systems Resources Information lanagement TEKS Lab  Personal and cultural expression State of Technical Innovation in MicroSoft Word.  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A, B, C, D  Seventific and Technical Innovation in MicroSoft Excel A,		10 WEEKS	Communication	runction	reen milovation	sparred new minovations in technology.	л, в, с, в	media representations and modes of presentation	J.A-D; 0.A-D	1 mil and Create a F1001 01 F10duct		
Anagement- Avy 3/4/5-												
WY 3/4/5- Wismer    Seigntific and Technical Innovation   Personal and cultural Six Systems   Personal Analysis Six Systems   Personal Analysi												
Wismer    Vision   Vi	MYP 3/4/5-											
Scientific and function and internet Basics      Systems	Wismer											
Technical Innovation Resources Information Innovation I					Scientific and			VI. Information literacy				
ternet Basics 8 weeks Systems Resources Innovation resources in life. A, B, C, D    Personal and cultural systems of the communication in the content of the communication in the	Computer and				Technical				Business Information			
Sexual Se	Internet Basics	8 weeks	Systems	Resources			A, B, C, D		Management I TEKS	Lab		
IS Word 9 weeks Communication Evaluation expression MicroSoft Word. A, B, C, D X. Transfer skills Management 1 TEKS  Scientific and Technical Innovation Scientific and Techni												
Seignet Sexuel 9 weeks Form Function Innovation Inspect Learn the uses of Microsoft Excel A, B, C, D I. Communication skills  Seignet Sexuel 9 weeks Form Function Innovation Innovation Innovation Innovation Innovation Innovation Inspect I	MS Word	9 weeks	Communication	Evaluation		documents for communication in MicroSoft Word	ABCD		Business Information	Project		
IS Excel 9 weeks Form Function Innovation Learn the uses of Microsoft Excel A, B, C, D  I. Communication skills  II. Collaboration skills  VIII. Critical thinking skills  Business Information Management I TEKS  Project  II. Collaboration skills  Business Information Management I TEKS  Project  Project  Into to CS-  IVIT Critical thinking skills  IVIT Critical thinking skills  Project  IVIT Critical thinking skills  Project		7					, ., ., .		analgement i i i KS			1
IS Excel 9 weeks Form Function Innovation Learn the uses of Microsoft Excel A, B, C, D I. Communication skills  Selectific and Technical Innovation Selectific and Technical Innovation A database has many uses. A, B, C, D  II. Collaboration skills  WIII. Critical thinking skills  Business Information Management I TEKS  Project  Project  Project  Project									Rusiness Information			
IS PowerPoint 7 weeks Logic Form Innovation A database has many uses. A, B, C, D  VIII. Critical thinking skills  Business Information Management 1 TEKS  Project  Project  Technical Innovation A database has many uses. A, B, C, D  VIII. Critical thinking skills  Business Information Management 1 TEKS  Project	MS Excel	9 weeks	Form	Function		Learn the uses of Microsoft Excel	A, B, C, D	I. Communication skills		Project		
IS PowerPoint 7 weeks Logic Form Innovation A database has many uses. A, B, C, D Management 1 TEKS Project  The project Management 1 TEKS Project Ma												
nals & review 2 weeks	MC D D	J		F		A described for the second	4 B C B	VIII. Critical thinking skills	Business Information	Purious		
ntro to CS- MYP 3- C. one semester			Logic	Form	Innovation	A database has many uses.	A, B, C, D		Management I TEKS	Project		
MYP 3 - C. one semester		2 weeks										
	Intro to CS-											
regscneia repeats												
	wegscheid	repeats										

		Systems	Innovation	Scientific and	Exploring innovation and adaption of		IV. Affective skills:bounce back after adversity, mistakes and failures; practice dealing with change	1,2,5,6 HS- 4	A. Research- platforms		
				technical innovation-	coding systems reveals how computers can entertain us.		V. Reflection skills: keep a journal to record reflections,	NETS-S	B. Planning C. Coding Tutorial		
				adaptation	Citerain us.		focus on the process of creating by imitating the work of others;	2, 3, 6	D. Evaluation essay		
Coding, loops,							Analyzing/evaluating ideas- test generalizations and conclusions, Revise understanding				
ifthen, oh my!	18 wks					A, B, C, D	based on new information and evidence				
Intro to											
Robotics- MYP	one semester										
3- C. Wegscheid	repeats										
		Development	Collaboration,	Scientific and	Utilizing collaboration and technical understanding of models designers use		II. Collaboration skills:Self- selection of team  • team selects name	HS: 1.A, 2.A-F, 3,	A) Investigation –		
			Function	technical innovation-	function in the development of human		team sets up blog with all members as authors/editors     all members share: planning, programming, building, recording	4.A, 5.D, G, 6. A, B, C, 7.A, D, H, N, P	building/programming /sensors B) Planning & idea development		
				models	behaviored robots.		all members share: planning, programming, building, recording     work to build respect, listen, negotiate as a team     III. Organization skills:Bounce back from struggle	''''   '''	C) Robot design, construction &		
							Celebrate set-backs; reflect on what was learned not failed in a		programming completion video		
							Record process; note challenges/changes/approach to work "Shout-out" for help; offer help when asked; share expertise		D) Evaluation with product testing results	lct	
Robot Imitating Humans	18 weeks					A, B, C, D	<ul> <li>Take timeline changes as a challenge for new thinking; find the fun/interest</li> </ul>		1009		
Design In	TO WEEKS					11, 13, 0, 13	Tun/mterest				
Science- MYP 3-											
Moutoux											
Chemistry	15.5 hours	Change	Form	Scientific &	Scientific and technical innovations have	В	I. Communication skills	8.2, 8.3, 8.4,	A & B- Law of Conservation of		
		J	Patterns	technical	changed the models we use to show form		VIII. Critical thinking skills	8.6A, C, D, L, M	Mass Lab		
				innovation	and patterns in chemistry.				B- Periodic Table Poster Project		
Physics	12 hours	Systems	Energy	Scientific & technical	Systems depend on the interaction of		I. Communication skills II. Collaboration skills	8.2A, B; 8.4B, C, F;	C- Newton's Law Carnival Demo		
			Interaction	innovation	energy, forces and motion.	A, B, C, D	VIII. Critical thinking skills	8.6A, C, D, L, N			
Astronomy	7.5 hours	Systems	Form	Orientation in	Patterns in scale and frequency form	A, B, C, D	I. Communication skills	8.1. 8.2. 8 3 8 4 8 5	A –Telescope Project		
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Patterns	space and time	systems in space	,,,	VI. Information literacy skills	A, 8.6A-G, J-N	A-D Moon Poster Project		
							VII. Media literacy skills				
Geology	4. 5 hours	Change	Evidence	Orientation in	Models of the Earth have changed due to		I. Communication skills	8.2, 8.3, 8.4, 8.5A,	B- Plate Tectonics Concept Mapping		
			Models Movement	space and time	the discovery of evidence revealed by key turning points in history such as plate		II. Collaboration skills	В			
					tectonics theory.	A, B, C, D					
Life Science	12 hours	Relationships	Balance	Globalization and	The consequences of human impacts on		I. Communication skills	8.2A, 8.3D, 8.5D,	D- Website: Human Impact on the		
			Consequences	sustainability	the environment affect the balance of relationships in an ecosystem.	A, B, C, D	VI. Information literacy skillsVII. Media literacy skills	8.6A-G, J-N	Environment		
Amaliad					relationships in an ecosystem.	А, Б, С, Б	interacy skins				
Applied Problem Solving	ana samastar										
	repeats										
UN Global Goals	18 weeks	Change,	Sustainability	Fairness and	We need to make developmental changes	A, B, C, D	I. Communication skills	7.1, 2, 3, 4, 6	Design and develop a prototypeto make a	Demonstration- Show how	Inquirers- Develop questions for a client
For Sustainability	To weeks	development	Sustamability	development-	to become more sustainable in the future.	11, 2, 0, 2	VIII. Critical thinking skills	7.1, 2, 3, 1, 0	change based on a UN global goal:	simple materials can be recycled to create and	to get beyond the obvious. Look at interest boards and generate deeper
and Development				explore hopeful			V. Reflection skills		A. Research- global goals and interest	inexpensive useful product.	questions to refine some sections.
				future			X. Transfer skills		B. Planning- what is being done-		Thinkers- Look at various structures and designs to use critical thinking
									available; create own ideas C. Create- create prototype		about the form and function of chairs to design/create a chair that meets
									D. Evaluation document		expected criteria.
Design In											
Science- MYP 2-											
Dawson,											
Scientific Process		Creativity	Collaboration	Scientific and	There is a process to thinking	A, B, C, D	I. Communication skills	7.1, 7.2, 7.3, 7.4	A, B, C, D- Myth buster's lab.		
	5 hours	Logic	Evaluation Function	Technical Innovation	scientifically.		III. Organization skills				
			Resource	Illiovation							
Cells	6 hours	Systems	Form	Scientific and	All living organisms are composed of one	A, B, C, D	I. Communication skills	7.3,7.12	A, B, C, D- 3D Cell Project		
		'		Technical	or more cells. The cell is the most basic		II. Collaboration skills	· ·			
				Innovation	unit of life. All cells arise from pre- existing, living cells.		III. Organization skills IV. Affective skills				
					existing, fiving cens.		VIII. Critical thinking skills				
							IX. Creative thinking skills				
Human Body	14 hours	Systems	Markets and	Identities and	Human body systems are comprised of	A, B, C, D	I. Communication skills	7.1,7.2,7.3, 7.4, 7.12	A, B, C, D- Daily Diet Project		
			trends	Relationships	interacting and interdependent components, which affect students'		II. Collaboration skills III. Organization skills		B, C- Body Poster Project		
					physical, psychological, and social		IV. Affective skills		B, C- Body I oster I roject		
			1		development and are affected by lifestyle						
	<u> </u>				choices.						-
Changing Earth and Life in Space	5 hours	Systems	Sustainability Transformation	Scientific and technical	Explain how the unique properties of Earth make it possible for life to exist. The	A, B, C, D	I. Communication skills II. Collaboration skills	7.1, 7.2, 7.3, 7.4 7.8 A, B	A, B, C, D Mars Project		
and the in space			паняютшацоп	innovation.	unique properties of the Earth amke it		III. Organization skills	7.8 A, B 7.9 A, B			
				explore- the	possible for life to exist.		VI. Information literacy skills	,			
			1	scoince behind environmental			VIII. Critical thinking skills				
I			1	problems							
								1	I .	1	
Design In											
Design In Science- MYP 1-											

Lab Safety IDU	7 hours (2 weeks)	Communities	Consequences Function Interaction	Scientific and technical innovation	When working in scientific communities one must learn responsibilities, consequences, and functions of lab equipment.	A, B, C, D	I. Communication skills II. Collaboration skills III. Organization skills VI. Information literacy	6.4 A, B	Safety Menu Project	
Variables and the Design Cycle IDU	10 hours (3 weeks)	Relationships	Interaction	Scientific and technical innovation	Changes effect outcome.	A, B, C, D	VI. Information literacy I. Communication skills	6.4 A	Design Cycle Labs-spaghetti towers	
Chemistry IDU	15 hours (6 weeks)	Change	Environment Evidence Interaction Transformation	Globalization and sustainability	How and why matter changes influences life on Earth.	A, B, C, D	II. Collaboration skills Literacy skills	6.4 B 6.5 A-D, 6.6 A-C	Design Cycle- Penny Boats	
Force and Motion IDU	22 hours (7 weeks)	Relationships	Energy Movement	Scientific and technical innovation	The natural world and its laws effect the relationship between movement and energy.	A, B, C, D	II. Collaboration skills VIII. Critical thinking skills	6.8 A- E, 6.9 A-C	A, B, C and D- Simple Machine Project Build a Roller Coaster	