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Introduction to Lacrosse	12 weeks*	Change	Adaptation Movement	Fairness and Development	To promote fairness and development of all players it is important to adapt to the changes in movement and performance of the skills of lacrosse.	A, D	I. Communication skills III. Organization skills IV. Affective skills X. Transfer skills	116.24 PE Grade 8 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.	C	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 semester 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	I. Communication skills II. Collaboration skills III. Organization skills IV. 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-B,C 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	Creativity	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		

Arts: 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
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 between Mind and Body	18 weeks	Connections	Expression Role	Personal and cultural expression	Connections between the mind and body may require distinguished roles to create and express movement.	A, B, C, D	I. Communication skills II. Collaboration skills	Dance II- 1.A, C, D; 2.A, B, C, D; 3.A, B, C, D; 4.A, B, D; 5.C, D	Turn Test Routine Ballet Positions Creating routine A-Test B-Technique progress (Video) C-Project B-D Self-evaluation of B-D		
Dance year 4,5- Choreography and Performance	18 weeks	Creativity	Composition Presentation	Personal and cultural expressions	Personal and cultural expression is a form of creativity that may be reflected in an composition's presentation to an audience.	A, B, C, D	IV. Affective skills V. Reflection skills	C(1-5)	A-Test B-Demonstration of group choreography C-Creation of Group choreography D-Self-evaluation of participation in Spring Show performance		
Beginning Choir MYP 4/5- Faleiro											
Choir vocabulary	3 Weeks	Development	Structure	Personal and Cultural Expression	The understanding of the language of the subject can increase our rate of learning.	A, B	I. Communication skills II. Collaboration skills	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	Form	Expression Presentation	Orientation in space and time	The process is more important than the final product.	C, D	IX. Creative thinking skills V. Responding- reflection	9(1), 9(2), 9(3), 9(4), 9(5)	Performance/ Project		
World Music	3 weeks	Culture	Expression	Personal and Cultural Expression	All cultures find expression in the same art forms. Students will identify the commonalities in music cultures from various countries.	A, B	IX. Creative thinking skills V. Responding- reflection	9(4)	Presentation and report		
Theatre II MYP 5- Maddocks											
Advanced Improvisation: Comedy and Drama	7 Weeks	Creativity	Innovation, Play	Identities and Relationships	Through creative play, we are able to better understand our own identities and our relationships with others.	C	II. Collaboration skills	1A,1D, 1E, 1F, 2A, 2C, 2D,3A, 3B,3C, 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.	B	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		
Historical World Cinema	2 Weeks	Perspective	Audience, Narrative	Fairness and Development	Fair evaluations of talent are filtered through our perspectives and shaped by our backgrounds and our empathy.	D	VIII. Critical thinking skills	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.	B	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 MYP 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		

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Choir vocabulary	3 Weeks	Development	Structure	Personal and Cultural Expression	The understanding of the language of the subject can increase our rate of learning.	A and B	II. Collaboration skills, VIII. Critical thinking skills	8(2), 8(3)	Quiz		
Concerts	15 weeks	Development	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		
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		
World Music	3 weeks	Culture	Expression	Personal and Cultural Expression	All cultures find expression in the same art forms.	A and B	IX. Creative thinking skills V. Responding- reflection	8(4)	Presentation and report		
Theatre MYP 3- Maddocks	one semester long repeats										
Improvisation: Thinking Fast	5 Weeks	Creativity	Innovation, Play	Identities and Relationships	Through creative play, we are able to better understand our abilities and our weaknesses.	B	II. Collaboration skills	1A,1D, 1E, 1F, 2A, 2C, 2D,3A, 3B,3C, 3D,4A, 5A	Perform a series of improvisations and games		
Pantomime: Channeling Physicality	3 Weeks	Communication	Interpretation, Audience, Expression	Personal and Cultural Expression	Pantomime and Mime allow the performer to communicate through physical expression.	B	IV. Affective skills, V. Reflection skills, 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: Creating Identity	2 Weeks	Aesthetics	Composition, Presentation	Identities and Relationships	Puppetry provides a sense of identity that can produce an aesthetic beauty.	C	II. Collaboration skills	1D, 1F, 2A, 2C, 2D, 3B, 3C, 3D, 4A, 5A	Create an individual puppet show and perform for a small audience		
Acting in the Movies	2 Weeks	Perspective	Audience, Narrative	Fairness and Development	Fair assessments of talent are shaped by the perspective our own backgrounds.	D	VIII. Critical thinking skills	4A, 4B, 4C, 4D, 5A, 5C, 5D	Evaluate the acting choices in a movie		
Monologues: Connecting to the Piece	6 Weeks	Relationships	Boundaries, Role, Audience	Identities and Relationships	Identity is based on our understanding of the art.	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, monologue		
Music MYP 2- Faleiro	one semester long repeats										
Choir vocabulary	4 Weeks	Development	Structure	Personal and Cultural Expression	The understanding of the language of the subject can increase our rate of learning.	A and B	I. Communication skills II. Collaboration skills	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		
Instruments of the Orchestra	5 weeks	Communities	Role	Orientation in space and time	Each instrument may play an important role in the orchestral ensemble or community	A and B	IX. Creative thinking skills V. Responding- reflection	7(4)	Project/ Presentation		
The Great Composer	5 Weeks	Identity	Narrative Role	Identities and Relationships	Composition is Invention	C and D	IX. Creative thinking skills V. Responding- reflection	7(4)	Power Point and report		
Theatre MYP 2- Maddocks	one semester long repeats										
Improvisation: Thinking Creatively	5 Weeks	Creativity	Innovation, Play	Identities and Relationships	Through creative play, we are able to better understand our abilities and our strengths.	B	II. Collaboration skills	1A,1D, 1E, 1F, 2A, 2C, 2D,3A, 3B,3C, 3D,4A, 5A	Perform a series of improvisations and games		
Pantomime: Channeling Emotion	3 Weeks	Communication	Interpretation, Audience, Expression	Personal and Cultural Expression	Pantomime and Mime allow the performer to communicate through emotional expression.	B	IV. Affective skills, V. Reflection skills, 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: Finding Identity	2 Weeks	Aesthetics	Composition, Presentation	Identities and Relationships	Puppetry provides a sense of identity that can produce an aesthetic meaning.	C	II. Collaboration skills	1D,1F, 2A,2C, 2D, 3B, 3C,3D, 4A, 5A	Create an individual puppet show and perform 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: Connecting to Self	6 Weeks	Relationships	Boundaries, Role, Audience	Identities and Relationships	Identity is based on our understanding of ourselves.	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, monologue		
Note: MYP 1- Sixth Grade Arts Exploration is on the last page since it combines Performing and Visual Arts.											
Visual Arts											
Art II- MYP 5- Kimmons											
2019-2020 The Common Object in Art	5 weeks	Perspective	Composition Innovation	Orientation in space and time	All objects can be defined by the Art Elements and Principles that make them up. These are the terms that we use to describe the objects. The Elements and Principles can be re-defined and manipulated to create an instance of the object that makes the object appear more unique and unusual... and become considered 'more artistic' or 'elevated,' to a higher level.	A, B, C, D	I. Communication skills III. Organization skills IV. Affective skillsV. Reflection skills	1, 2-c&d 3	Pop artist manipulation project Response		

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		A, B, D	I. Communication skills	1, 2, 2004			
2019-2020 Ceramic Coral Reefs	8 weeks	Aesthetics		Globalization 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, explore- 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 III. 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 sketches 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.	B	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.	B	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	B	VIII. Critical thinking skills	7.1, 7.2, 7.4	B: Final Draft		
Art Exploration (Wheel) MYP 1- M. Isleib- Visual, Performing- Maddocks & Faleiro											

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 elements in their artwork Criterion B- Students identify what they want to express / how they can express it, then choose an image or technique to study in order to better communicate their idea Criterion C- Students develop ideas then represent them visually and in written word 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.	B	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.	B	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 & 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
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		
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 intertextuality 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 skills, IX-Creative thinking skills, X-Transfer skills	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 dualidad del ser	6 weeks	Connections	Point of View	Personal and Cultural Expression; explore philosophies and ways of life	Literature explores the diverse connections and points of view to limits and boundaries between reality and fantasy.	A, B, C, D	I. Communication skills II. Collaboration skills IV. Affective skills VI. Information literacy skills VII. Media literacy skills	Follow AP Literature guide	Test, Essay, Project		
Unidad 5: El tiempo y el espacio	6 weeks	Change	Theme, influence	Scientific and Technical Innovation; explore the impact of environments on human activity	The environment in which one lives influences his or her mental state and behavior.	A, B, C, D	I. Communication:Show understanding of information, main ideas and supporting details 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 contacto	6 weeks	Culture	Purpose	Orientation in space and time; explore- boundaries	Purposeful divisions have separated social classes or groups creating different perspectives and boundaries between people.	A, B, C, D	I. Communication skills III. Organization skills VI. Information literacy skills VII. Media literacy skills	Follow AP Literature guide	Student-led lesson Oral presentation Graphic Organizers		

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 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.	C	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.	C	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.	C	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.	C	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.	B	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 hear'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? ¿Cuál es el problema con el uso de la palabra Reconquista para describir qué viene en el final de la época de colonización ?	A, D		Follow AP Literature guide	Student-led research / KWL: Guided Note-taking History & Concepts Assessment: Rome, Carthage & The Peninsula Illustrated / Mapa interactivo Metaphor & Allegory: Carcel de amor Literary Analyses: El Cid & El rey moro Pastiche: Jarchas Cultural Comparisons: Storyboarding El Cid & Carcel de amor		
Renaissance : XVI century			Message, influence	Personal and Cultural Expression	Power & Corruption, Inquisition & Unification / repressed literatures ¿Qué fuerzas existen en una sociedad y en una familia que influyen y crean conflictos en las relaciones interpersonales? ¿De qué manera sirve la literatura como una expresión de la temporalidad en la existencia humana y lo desconocido?	A,B,C,D		Follow AP Literature guide	Student-led research & instruction / Renaissance concepts; interactive map of the monarchies/powerful families Analysis & interpretation modernization: El Romance -> Modern Spanish Literary & Comparative Analyses: Spanish Renaissance Writers & Renaissance Art Text: Renaissance Literature & Culture Literary Analysis: Carcel de Amor vs. La Celestina Argumentative essay: Cervantes vs. Shakespeare		
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 Anti-Macchiavellism Comparative Analysis: Spanish Pessimism in Art & Literature Quiz: Baroque Themes & writers* Argumentative essay: Baroque Topics in modern society Argumentative Essay: Baroque Themes in Fuentevieja		

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 ¿Cuáles son las preguntas existencialistas universales que trascienden las épocas y que siguen siendo relevantes al entendimiento de la experiencia humana hoy en día? ¿De qué manera, a través de los siglos, 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 / "Brevisima relacion de la destruccion de las Indias" by de las Casas Creative writing/ Pastiche: original Colonial literature; performance of period piece		
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, Camponanes, Jefferson & Diderot; Socratic Seminar: 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 sociopolítico, económico e histórico de una sociedad y de las diversas influencias presentes en ella? ¿Qué aprendiste de cada lugar o tiempo en que se desarrollaban las historias y poemas? ¿Qué ideas plantea la literatura acerca de las inquietudes sobre la existencia humana y las cuestiones sobre los límites de la imaginación y del universo?	B, C, D		Follow AP Literature guide	Critical analyses-relevancy of José Martí's <i>Nuestra América</i> & Rubén Darío's <i>A Roosevelt</i> 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	I. Communication, IX. Creative Thinking	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
<i>To Kill a Mockingbird- Take a stand</i>	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	VI. Information literacy skills VII. Media literacy skills VIII. Critical Thinking skills	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, podcast, etc.)	Open-minded, Caring
Debate This	6 weeks	Perspective	Purpose	Identities & Relationships	The power of words can change ones point of view.	B, D	III. Organizational skills VII. Media literacy skills	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	Intertextuality	Personal & Cultural Expression	Many cultures use abstract ideas and language to express political and social situations.	A, B	V. Reflective 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										
<i>Las familias y las comunidades</i>	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	I. Communication skills	Communication, Culture, Communities 1.A-B, 2. A-C, 5. A- B	Oral Presentation: Día de los muertos, also created a craft representing it.		
<i>La ciencia y la tecnología</i>	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. Collaboration skills VIII. Critical thinking skills 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?		
<i>La belleza y la estética</i>	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?	A, B	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		

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
<i>La vida contemporánea</i>	5 weeks	Perspective	Point of view	<i>Fairness & Development</i>	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.	<i>C, D</i>	VIII. Critical thinking skills IX. 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		
<i>Los desafíos mundiales</i>	3 weeks	Communication	Audience imperatives	<i>Globalization & Sustainability</i>	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.	<i>A, B, C, D</i>	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		
<i>Las identidades personales y públicas</i>	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.	<i>A, B</i>	I. 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 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.	B	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 thoughts and feelings.	A, B, C, D (IUD- A, D)	I. 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 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 & 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
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	Identity, 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		

Language Acquisition: Unit Title	Duration	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry:	MYP Objectives Assessed	ATLs Taught	TEKS/ 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?				
Note: MYP 1 participates 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		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		
	7 weeks	Change	Argument, Audience- Phase 5			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		
Unterwegs mit umweltfreundlichen Verkehrsmitteln (Nachrichten/Medien) Medieneinflüsse	6 weeks	Communication	Global interaction Perspectives	Scientific & Technical Innovation	Media influence what we think and what we do.	A, B, C, D		C1A, c1B, c2A	Reading comprehension; Oral interaction; Product: Discussion		
Zusammen leben: Stadt und Gemeinschaft	6 weeks	Connections	Communities, Relationships	Orientation in space and time	Hstory and migration changed Berlin.	A, B, C, D	I. Communication skills		Oral assessment Reading comprehension; Mini-test Product: Discussion		
								c1A, c1C, c3A, c3B			
Semester Break											
Deutschsprachige Literatur - Otfried Preußler: Krabat. 1988	8 weeks	Identity	Relationships			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		C1A, c1B, c1C, c2A, c2B, c3A	Reading comprehension; Oral presentation/interaction; Written presentation; Product: Role-play, grp presentation		
	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		
Einkaufen: Fair Trade - Bewusst konsumieren											
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		c1B, c1C, c3A	Reading comprehension; Written interaction Products: 1. Table, 2. Essay: "Mein Tag"		
							I. Communication				
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		c1C, c3A	Oral presentation Products: 1. Reading assessment 2. Oral presentation of character		
							I. Communication				
Friendship	4 weeks	Relationships Identity	Communities	Identities & Relationships	How do relationships impact my identity?	A, B, C, D		c1C, c3A	Written presentation; Oral interaction Products: 1. Essay, 2. Role-play		
							I. Communication				
Visiting Berlin Projekt: 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		c1A, c1C, c3A, c3B	Oral interaction; Oral presentation; Products: 1. Role-plays, 2. Cultural poster		
							I. Communication				
Traveling by Train	4 weeks	Change Development	Global interaction	Orientation in Space & Time	Transportation differences in cities.	A, B, C, D		C1A, c1B, c2A, c3A	Reading comprehension; Oral interaction; Product: 1. Role-play		
							I. Communication				
Semester Break											
Means of Transportation	3 weeks	Change Development	Systems	Scientific & Technical Innovation	How is reusable energy used in public transportation	A, B, C, D	I. Communication	c1A, c2A, c3A	Oral interaction		
Packing the Suit Case: Clothing and Fashion	5 weeks	Identity	Aesthetics	Personal & Cultural Expression	Expressing identity from/through clothes.	A, B, C, D	I. Communication	c1A, c1C, c2A, c3A	Oral interaction; 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		C1A, c1B, c1C, c2B, c3A	Reading comprehension; Oral presentation/interaction; Written presentation; Products: 1. Role-play, 2. Group presentation		
							I. Communication				
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. I- 1-2	Written interaction; Reading comprehension		

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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		LEVELS III & IV Presentational mode	<i>Unit of Inquiry: the Italian transports and trains; public and private railways- the new trends</i>		
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 skills VIII, IX. -Thinking Skills	Presentational mode:	<i>IL MIO VOLANTINO- advertise an Italian trip and place - describe AGRITURISMO in a tourist brochure format</i>		
9a La vita in città e il centro: INTRO half unit	about 2 weeks	Time, place, and space	Context orientation	Orientation in Space and Time.	through an awareness of the traits of the Italian 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, IX. -Thinking Skills X. Transfer Skills	2 A-B; interpretive readings 3A, 3B, C,D: presentational: "MY IDEAL CITY"	<i>-In treno o in autobus? - 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)</i>		
REVIEW FINAL EXAM	2 weeks								Final Exam		
Italian IV/ V phases 5-6: competent-											
9A: La vita in città - Life on the city- running errands- global issues: the environment in a city- rural & urban environments	3 weeks	Time, place, and space	perspective and context	globalization and sustainability orientation in space-time	The geographical orientation of a country influences a community's perspective of their place in natural and constructed spaces within fixed times	A, D	I. Communication VIII, IX. -Thinking Skills	LOTE LEVEL IV interpersonal: 1. A-B interpretive 2 A-B, 3A 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 planning on the lifestyle (walking, taking public transportation, as opposed to driving covering long distances). They reflect on how this impacts the surrounding (pollution or way to improve that)	C, D	I. Communication	presentational: 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 examples		
	2 weeks reviews							LEV IV 3 A-B present., 2 A-B interpretive			
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 patterns 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	I. 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 Italian jobs and unemployment today, particularly related to the working theatre and TV workers.		
Review & Final Exam	2 weeks								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, IX. -Creative thinking Skills	Communication & Culture: 1. A-B 2 A-B 3A	Salve! Come sta professoressa? Partner Skit: written and oral presentation -formal & informal conversation		
1b: Alla facoltà	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	<i>Chi è che cosa c'è nell'anima della professoressa Capotorta?</i> -Physical/visual representation & description of people, places & objects in classroom		
2a: I passatempi	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 3A	<i>Qual'è il tuo passatempo preferito?</i> -Mini partner conversation Q & A		
2b: Che tempo fa?	4 weeks	Communities	Patterns Purpose	Orientation in Space & Time	The geographical orientation of a country influences a community's perspective of their place in natural spaces within fixed times	C, D	I. Communication	1 A-B 3A	<i>Che tempo fa lì...?</i> 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 Gli 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, IX. -Thinking Skills	interpersonal : 1. A-B; 2 A-B; 3. presentational: 3 A	<i>Il mio albero genealogico Creation of family tree with oral presentation</i>		
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, IX. -Thinking Skills	: 1. A-B; 2 A-B; 3. presentational : 3 A-B	<i>La mia stella preferita Written description of a favorite celebrity</i>		
Review & Final Exam	2 weeks								EOY Exam		

Spanish V- 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 intertextuality 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 skills, IX-Creative thinking skills, X- Transfer skills	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 dualidad del ser	6 weeks	Connections	Point of View	Personal and Cultural Expression; explore philosophies and ways of life	Literature explores the diverse connections and points of view to limits and boundaries between reality and fantasy.	A, B, C, D	I. Communication skills II. Collaboration skills IV. Affective skills VI. Information literacy skills VII. Media literacy skills	Follow AP Literature guide	Test, Essay, Project	
Unidad 5: El tiempo y el espacio	6 weeks	Change	Theme, influence	Scientific and Technical Innovation; explore the impact of environments on human activity	The environment in which on lives influences his or her mental state and behavior.	A, B, C, D	I. Communication>Show understanding of information, main ideas and supporting details 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 contacto	6 weeks	Culture	Purpose	Orientation in space and time; explore- boundaries	Purposeful divisions have separated social classes or groups creating different perspectives and boundaries between people.	A, B, C, D	I. Communication skills III. Organization skills VI. Information literacy skills VII. Media literacy skills	Follow AP Literature guide	Student-led lesson Oral presentation Graphic Organizers	
Final	1 week									
Spanish IV- AP Lang. & Culture MYP 4-										
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	I. Communication skills	Communication, Culture, Communities 1.A-B, 2. A-C, 5. A- B	Oral Presentation: Día 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. Collaboration skills VIII. Critical thinking skills 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?	A, B	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	
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 world, 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 IX. 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 report: 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	*Essay * Oral and written comprehension	
Las identidades personales y publicas	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.	A, B	I. 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	
Spanish III MYP 4/5- Richardson										
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, 3.3b, 3.3 a, 3.3b	Video Conocer Gente Visual & Listening Comprehension	
Contemporary Life	9 weeks	Culture	Point of view	Orientation of 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, 3.3 a, 3.3b, 3.f	Major Project: Un viaje Inolvidable!	

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 structure.		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, 3.2c, 3.2d, 3.3a, 3.3b	Major Project: Technology in my life		
	9 weeks					C, D					
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 (multi) media resources	3.1a, 3.1b, 3.1e, 3.1f, 3.3a, 3.3b	Video Visual & Listening Comprehension		
	9 weeks					A, B					
Spanish II MYP 3/4/5- Monreal, Richardson											
Personalidades, la vida del estudiante y la vida personal		Connections	Purpose	Identities & Relationships	Human relationships including families, friends, communities and cultures allows for the exploration of the purpose of the language.	A, B	I. Communication Skills: Show understanding of messages, main ideas and supporting details in familiar situations Identify basic facts, main ideas and supporting details, and draw conclusions	1a, 1c, 1f, 3b, 3a, 3b	Video ¿Qué estudias?		
	9 weeks										
Lugares en mi comunidad y en el mundo hispanohablante		Culture	Point of View	Personal & Cultural Expression	Learning the language of the community provides opportunities to embrace diversity and to participate in meaningful global interactions by exploring the way in which we discover and express ideas, feelings and cultures in present and past tense	C, D	I. Communication Skills: Interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations Organize information and ideas and use a range of basic cohesive devices	1a, 1c, 2a, b, c, d, 3a, 3b	Project: Lugares en mi Comunidad y en el mundo hispanohablante		
	9 weeks										
		Creativity	Context		The exploration of personal stories is nurtured through the process of applying the language in context	C, D	I. Communication Skills: 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 pronunciation and intonation	2a, 2b, 2c, 1c, 1d, 1e, 1f	Project: Cuando Era Niño		
Cuando era niño	9 weeks			Orientation in space & time							
		Connections	Audience, 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	I. Communication Skills: Engage with the written 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 identifying ideas, opinions and attitudes and by making a personal response to the text	1a, 1c, 1f, 2a, 2b, 2c, 3a, 3b	Video y Lectura, El sistema de salud		
En el Consultorio	9 weeks			Globalization & Sustainability							
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. Communication Skills: 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, text or graphic 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 carefully to the perspectives of other individuals and groups. Open minded: Students critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience. Risk 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.	
	9 weeks					A, B					
Level 1- Contemporary Life		Connections	Patterns	Orientation of space and time	Societies and individuals define quality of life.		I. Communication Skills: Use intercultural understanding to interpret communication Interpret and use effectively modes of non-verbal communication	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 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.		
	9 weeks					C, D					
Level 1- Families and Communities		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. Communication Skills: 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 support their learning and personal development.	
	9 weeks					A, B					
Leve; 1- Global Challenges		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.		I. Communication Skills: 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 complex problems. We exercise initiative in making reasoned, ethical decisions.	
	9 weeks					C, D					
Language Wheel: MYP 1 during the fall semester											
French = Hortman, German = Stiffelmire, Italian= Minotti, Spanish = Batres											
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		
German:											

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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
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 World History MYP5- Kimble											
Period 1 & 2: Ancient & Classical	7 weeks	Systems	Resources		Changes can lead to the development of new systems.	A, B	Thinking Self-Management	WH.1A, WH.1B, WH.1C, WH.2A, WH.2B, WH.2C, WH.3A, WH.3B, WH.3C, WH.16B, WH.17A, WH.17B, WH.19A, WH.20A, 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	Communication Communities Connections Global interaction	Identities and relationships	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.22B, WH.23A, WH.24B, WH.25C, WH.25D, WH.26A, WH.26B, WH.27C, WH.27A	Byzantine Empire Long Essay		
Semester review	1 week								Finals		
Period 4: 1450 CE - 1750 CE	5 weeks	Change	Communities, Global Interaction, Conflict		European dominance grows worldwide.	A, D	Thinking, Research	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.20A, WH.20B, WH.20C, WH.21A, WH.21C, WH.22B, WH.27B, WH.27D, WH.27E	Trans-Atlantic Slave Trade Project		
Period 5: 1750 CE - 1900 CE	3 weeks		Communities Global interaction Innovation and revolution		Global changes led to the spread of industrialization, global capitalism, imperialism, nation-state formation, nationalism, revolution, reform and global migration.	A, B	V. Research	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	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 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		
Original Research	3 weeks	Communication	Perspective Significance Patterns and trends		The historical development of disciplines is directly proportional to the duration of their existence.	A, B	I. Communication	WH.29A, WH.29B, WH.29C, WH.29D, WH.29E, WH.29F, WH.29G, WH.29H, WH.30A, WH.30B, WH.30C, WH.30D, WH.31A, WH.31B	Annotated Bibliography		
Review & Exams	2 weeks								Exams		
AP & Pre-AP World History MYP5											
1. River Valley Civilizations	4 weeks		Causality (cause and consequence)		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, VI. Information literacy skills, VIII. Critical thinking skills, X. Transfer skills	WH.1A, B, C, 2A, B, C, 3A, B, C, 16B; 17A, B, 19A	Unit I 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, VI. Information literacy skills, VII. Media literacy skills	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.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		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, V. Reflection skills, VI. Information literacy skills, VII. Media literacy 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.20A, WH.20B, 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		Society and economy are affected by different global networks.	A, C, D	I. 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 Era	8 Weeks	Global interaction	Causality (cause and consequence) Ideology	Globalization and sustainability	Changes in science and technology, political structures, and the global economy shape human life and the natural environment.	A, B, D	I. Communication skills, IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VII. Media literacy skills	WH.10A, WH.10B, WH.10C, WH.10D, WH.11A, WH.11B, WH.12A, WH.12B, WH.12C, WH.14A, WH.15B,	WWII DBQ Outline			
EOY Review & exams	2 weeks								Exams			
AP Human Geography MYP4-												
Unit 1: Geography: Its Nature and Perspectives	5 weeks	Relationships	Patterns & Trends; Scale	Identities & Relationships	Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes.	A,	I. Communication Skills: Reading, writing and using language to gather and communicate information; • Make inferences and draw conclusions; • Use and interpret a range of discipline-specific terms and symbols; VIII. Critical Thinking: Analyzing and evaluating issues and ideas; • Interpret data; • Draw reasonable conclusions and generalizations	2A, 20A, 21B,C, 22D	Test/ Knowing and Understanding			
Unit 2: Population & Migration	6 weeks	Change	Causality; Patterns and Trends	Orientation in space and time	Population changes across space and over time include demographic trends, migration, and relationships to both human and physical geography.	C, D	I. Communication Skills: Exchanging thoughts, messages and information effectively through interaction; • Use a variety of media to communicate with a range of audiences; Reading, writing and using language to gather and communicate information; Reading, writing and using language to gather and communicate information; • Make inferences and draw conclusions; VIII. Critical Thinking Skills: Analyzing and evaluating issues and ideas; • Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding	1A, 6A, 6B, 7A, 7B, 7C, 7D	Presentation analyzing the presence or absence of a disease in a region linking it to population, economics, and other population factors.			
Unit 3: Culture	7 weeks	Culture	Diversity	Identities & Relationships	There are various aspects of culture, there are geographic patterns of culture in regards to language and religion, and culture has an impact on spatial interactions and landscape.	A, B	I. Communication: Structure information in summaries, essays and reports; Make inferences and draw conclusions; Thinking: Draw reasonable conclusions and generalizations	9A, 16a, 16B, 16C, 17A, 17B, 17C	Religion Project, Test			
Unit 4 : Politics	4 weeks	Systems	Management and intervention; Patterns and Trends	Fairness and development	Humans have created political systems that help manage and intervene, in both man-made and physical situations, and will be able to understand patterns and trends on the local, national, and international levels.	A, D	I. Communication Skills: Preview and skim texts to build understanding; Read critically and for comprehension; Use appropriate forms of writing for different purposes and audiences; VIII. Critical Thinking Skills: Recognize unstated assumptions and bias; Consider ideas from multiple perspectives	2A; 5A & 5B; 7B; 13A & 13B; 14A, 14B, & 14C; 15A, 15B; 18B, 21B; 22C	Test/FRQ			
Unit 5: Agriculture, Food Production, and Rural Land Use	4 weeks	Relationships	Management and intervention; Sustainability	Globalization and sustainability	Agricultural practices vary around the world, patterns of agricultural production exist in regions around the world, and the role of women in agriculture is important to economic development.	A, C, D	I. Communication: Use appropriate forms of writing for different purposes and audiences; Read critically and for comprehension; Structure information in summaries, essays and reports; Self-Management: Plan short- and long-term assignments; meet deadlines	8C, 11B, 12A, 12B, 19C, 22C	Test and FRQ - A, D			
Unit 6: Industrialization and Economic Development	4 weeks	Development	Disparity and equity; globalization	Scientific and Technological Innovation	The elements of industrialization and economic development are linked to each other and there are patterns of industrialization around the world which impact the development of countries.	A, B, D	I. Communication: Read critically and for comprehension; Make inferences and draw conclusions; Thinking: Gather and organize relevant information to formulate an argument, interpret data, draw reasonable conclusions and generalization	2A, 5B, 10A, 10B, 11A, 11B, 12B, 21B	Test and FRQ - A, C			
Unit 7: Cities and Urban Land Use	4 weeks	Time, Place, and Space	Networks; Patterns and Trends	Orientation in space and time	Cities are located in specific places as well, cities have distinct structures, landscapes and characteristics.	A, D	Self-Management: Use appropriate strategies for organizing complex information; Thinking: Use models and simulations to explore complex systems and issues	6A, 6B, 16D, 22A	Test and FRQ - A, D			
EOY Review & exams	2 weeks								Exams			
World Geography MYP4- Casey, Miller												
Tools of Geography	6 weeks	Systems	Scale	Scientific and Technical Innovation	Geographers use a variety of tools to understand relationships between groups of people and how people interact with their environment and other people.	B, D	I. Communication	8A, 8B, 9A, 9B, 16A, 16B, 16C, 17A, 19A, 20A, 21B, 21C, 22C	Project			
Physical Geography	3 weeks	Change	Causality (cause and consequence) Processes	Identities and Relationships	Humans have a complex relationship with the world in which they live and must understand the consequences of human actions on the earth as well as the natural processes that occur within the earth.	A	I. Communication	17B, 2A, 15A, 12B, 15B, 17C; 19B, 18B, 2B	Test			
Human Geography	9 weeks	Culture	Diversity Globalization	Fairness and Development	Students recognize the diversity of culture in regards to religion, language, government, economics and how globalization has made the sharing of knowledge, beliefs, and information easier.	B, C	I. Communication VI. Information Literacy	14B, 10A, 10B, 18C, 5A, 13B, 21A, 13A	B: Research the 5 main religions C: World Cultures Mural			
Semester break												
US and Canada	2 weeks	Identities	Causality (cause and consequence) Patterns and trends	Orientation in Space and Time	Patterns of colonization and migration impact the culture and the environment.	A, D	I. Communication VI. Information Literacy	17B, 7C, 1A, 1B, 6A, 6B, 7B, 12A, 16D, 17D, 18A, 18D, 7D, 10D, 22A	Project			
Latin America	2 weeks	Communities	Culture Sustainability	Globalization & Sustainability	Environmental and cultural issues in Latin America impact communities and sustainability.	D	I. Communication	22E, 7D, 10D, 12B, 18D,	Test			
Europe	3 weeks	Relationships	Globalization Power	Fairness & Development	History and power influence geography.	C, D	I. Communication, VIII. Critical thinking, IX. Creative thinking, X. Transfer skills	2I, 15A, 12B, 15B, 17C	Teach a lesson project- SPICE			
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 Middle East	2 weeks	Relationships	Causality (cause and consequence) Disparity and equity	Fairness and development	Relationships based on disparity/equity in one part of the world influence events in the rest of the world.	A, B	I. Communication, VIII. Critical thinking, IX. Creative thinking,	2a, 5a, 10b, 13a, 14a, 14b, 14c, 16b, 17ac, 18abcd, 22c	Research thesis & presentation			
Sub-Sahara Africa	2 weeks	Perspective	Causality (cause and consequence) Globalization	Orientation in time and space	Changes in perspective overtime can change the ethical issues of colonization.	A	I. Communication, VIII. Critical thinking	1a, 2a, 5b, 6b, 7d, 8a, 10cd, 12b, 14ab, 16bcd, 17a	Test			
Asia	2 weeks	Development	Patterns and trends Sustainability	Globalization and sustainability	Development has costs and benefits impacting sustainability.	A, D	I. Communication, VIII. Critical thinking	1a, 2a, 6ab, 7acd, 8a, 10bd, 11c, 14c, 22ac	DBQ			
Oceania and Australia	2 weeks	Systems	Power Processes	Orientation in space and time	The process of power impacts entire regions through systematic change. (military campaigns as well as colonization)	D	I. Communication, VIII. Critical thinking	1a, 2a, 4b, 6a, 16b, 18c, 22c	DBQ			
Exams	1 week								Exam			
Soc. St.- US History MYP3- Cline												
New Beginning (Colonial Era)	9 weeks	Time, place and space	Processes	Identities & Relationships	The combination of time, place and space can provide the opportunity for development and change.	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,			
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			

Conflict (Abolition, Civil War)		Global Interactions		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 assessments.
Refocus (Reform, Reconstruction, Industrial Revolution)	9 weeks	Change	Casualty (Cause and consequence)	Scientific & Technical Innovations	Innovation in science and technology can lead to revolutionary changes in the way we live and work.	A, B, C, D	I. Communication VI. Information literacy VII. Media literacy	20C.E, 23B, 24A, 25B, 27A, 30A, 5E, 7D, 12B, 14B, 19A, 28A, 28C	Test, Research	
Soc. St.- Tx History MYP2- Bell, Rose										
We are Texas!(IUD)	9 weeks	Communities	Identity Perspective	Identities and Relationships	Through the understanding of democracy and inequality or differences in communities, one understands the different perspectives involved in their identity as a Texan.	A, B, C	I. Communication skills II. Collaboration skills III. Organization skills IV. Affective skills VI. Information literacy skills VII. Media literacy skills	Texas History 7(1A)- 7(25B)	B. -Texas Topics C -Presentation A-Texas Advertisements	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.
First Americans/ TSB (IUD)	9 Weeks	Connections	Adaptation and Resources	Globalization and Sustainability	Realistic fiction transfers across time and culture to help understand the process of adaptations and how resources are used to adapt.	A, 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), (20), (21) 8.1-4, 8.11, 8.12, 8.15, 8.23	C-Colonial Postcard D-	Action: Students can learn to speak up for what they believe in and take action in their school government.
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 units 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 elements, each culture expresses their beliefs, customs, and perspectives in unique ways.	A, C	I. 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	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	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 identity 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 Critical thinking skills Creative thinking skills Transfer skills	6.11B 6.11A 6.12B 6.13A 6.13C	Responsibilities of U.S. Citizens	
Backpacking Through Europe- (IDU)	4 weeks (23 hours)	Communities	Identity, 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; 1.A.6.22A,B; 23A; 25C	Project	
Economics of Latin America	3 weeks (19 hours)	Change	Casualty	Globalization and Sustainability, explore- commonality	Exploring changes between places can 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	1 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 units with Language & Literature (Language Arts)								

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Foundations of Geometry – Unit 1	8 weeks	Form	Model Space	Personal and cultural expression	Mathematicians express ideas through geometry using models and space to develop form.	A	I. Communication III. Organization V. Reflection skills	Geo 7A, Geo 3B, and Geo 1A	Examination		
Parallel Lines and Transversals	9 weeks	Creativity	Justification Pattern	Personal and cultural expression	Engineers and city planners use the properties of transversals and parallel lines to develop the layout of a city's street.	B, D	I. Communication	Geo 1A, Geo 3C	Project Real life Problem		
Spatial Reasoning Found in MB	9 weeks	Form	Pattern Space	Orientation in space and time	Architects and engineers use a variety of patterns and forms to create unique spaces.	C, D	II. Collaboration	Geo 6A, Geo 9D, Geo 7C, Geo 8D	Project Real life problem		
Semester exam	1 week										
Fashion Forward	6 weeks	Creativity	Measurement Patterns	Personal and cultural expression	Creativity that is aesthetically pleasing to the eye often uses measurement and patterns which can show ones personal or cultural expression.	B, D	I. Communication	Geo 11.A,B,C	Project Real life project		
Composite Area	3 weeks	Form	Measurement Space	Personal and cultural expression	Many objects in the real world are made up of the total surface area of multiple shapes.	A, C	I. Communication	Geo 5A, Geo 8A, Geo 7A	Project		
Right Triangles	5 weeks	Logic	Patterns	Orientation in Space and Time	Patterns are used to connect attributes or rules helping establish logic.	A	X. Transfer IV. Affective skills V. Reflection skills	Geo 6d, 8a, b; 9a, b	Test		
Circles	3 weeks	Systems	Measurement Models	Scientific and technical innovation	Discovering relationships through measurement and models allows us to understand the world in which we live	C	I. Communication III. Organization VIII. Critical thinking	Geo 9C, Geo 1A, Geo 8B, Geo 5B, Geo 5A, Geo 2B	Test		
Semester review & exam	1 week								Exam		
Alg I											
Foundations for Algebra Dashboard Unit 1,2	5 wks	Form	Equivalence, Pattern	Scientific and Technical Innovation	Form is an important component of equivalence and patterns in scientific innovation.	A, C	Communication, collaboration, reflection, critical thinking	A.5A, B A.12A, B, E	A-Written Test Ch 1 C-Anchor Chart		
Linear Functions Dashboard Unit 3,4,5	10 wks	Relationships	Pattern, representation	Scientific and Technical Innovation	Technology highlights relationship representations through patterns.	B, D	Communication, collaboration, reflection	A.2A,B,D, E, F, G,H A.3A, B, C, E A.4A, B, C A.12C, D	B, D-Barbie Bungee Investigation		
Systems of Equations Dashboard Unit 6	5 wks	Communication	Representation	Identities and Relationships	Mathematicians communicate information and ideas expressing personal preferences and ideas through mathematical representations.	A, D	Communication, collaboration, reflection	A.2I A.3D,F,G,H A.5C	A-Written Test		
The Language of Polynomials Dashboard Unit 7	4 wks	Form	Representation, simplification	Scientific and Technical Innovation	Form is used to represent polynomials in scientific innovation.	A	Communication, collaboration, reflection, critical thinking	A.10A,B,C,D,E,F A.11A,B	A-written test		
Quadratic Functions and Equations Dashboard Unit 8	4 wks	Relationships	Justification, modeling	Personal and Cultural Expression	Modeling and analysis allows justification of processes and relationships are expressed.	B, C	Communication, collaboration, reflection, creativity and innovation, organization	A.6A,B,C A.7A,B,C A.8A,B	B-Desktop Catapult		
Exponential Functions Dashboard Unit 9	4 wks	Relationships	Representation, modeling	Globalization and Sustainability	Models based on issues assist in predicting outcomes that can prevent possible future problems.	A,D	Communication, collaboration, reflection, critical thinking	A.9A,B,C,D,E A.12C,D	A-Written Test D- Zombie Virus Invasion		
Apply 3 Types of Functions: Linear, Quad, Exponential	2 wks	Relationships	Model, Pattern, Representation	Scientific and Technical Innovation	Technology builds representation of math and art through form and modeling of patterns.	A, D	Communication, collaboration, reflection, creativity & innovation	A.3C,4C,6C,8B,9C,D,E	C- Function Stained Glass Window Art Project (Desmos)		
Mathematics Yr. 2 (*A, C are taught and assessed both semesters as the mathematical concepts are taught again from the next grade level standards)											
Numerical Representations (Semester 1 & 2)	3 weeks U1 – 1 U6 – 2	Systems	Model Pattern	Scientific & Technical Innovations	Ways to understand systems in the world using models and patterns to connect information.	A*, D	I. Communication skills	7.3A,B; 8.2A,B,C,D	D – How Do We Compute with Integers? (Semester 1) A – Benchmark (Semester 2)		
Algebraic Relationships (Semester 1)	10 weeks U2 – 3 U3 – 2 U4 – 3 U5 – 2	Relationships	Model Representation	Globalization and Sustainability	Human systems are connected through relationships using representations and models.	A, B	III. Organization skills VIII. Critical thinking skills	7.4A,C; 7.7A; 7.10A,B,C; 8.4A,B,C; 8.5A,B,E, F,G,H,I; 8.8A,B,C; 8.9	B – Jet Ski Rental A – WAIS PSA 1		
Geometry and Measurement (Semester 1 & 2)	8 weeks U7 – 2 U9 – 3 U10 – 3	Change	Equivalence Measurement	Orientation in Space and Time	Numbers and ideas change / convert from one form to another using measurement and equivalence.	B, C, D	I. Communication skills	7.5A,C; 7.9D; 8.3A,B,C; 8.6A,B,C; 8.7A,B,C,D; 8.8D; 8.10A,B,C,D	D – Containers Design B – Pythagorean Spiral C – Surface Area Writing		

Data Analysis and Probability (Semester 2)	5 weeks U8 – 2 U11 – 2 U12 – 1	Logic	Model Representation	Personal and Cultural Expression	Personal and cultural expressions are represented and modeled by logical data 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 MAP; 3 days Benchmarks; 13 days STAAR Review; 3 days STAAR; 10 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.	A, C	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 Relationship	Equivalence Pattern	Identities & Relationships, explore-identity	Patterns help establish equivalence and relationships.	B, D	I. Communication skills-Give and receive meaningful feedback • Organize and depict information logically	6.4E 6.5A 7.4D 7.5A	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.	A, C	I. 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, 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.	6.12(A - D) 6.13 A,B	End of unit - summative assessment C- Analyze and summarize using measures of central tendency. 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	VIII. Critical thinking skills- Students will describe patterns as relationships or general rules consistent with correct findings Students will apply the selected mathematical strategies successfully to reach a solution.	6.7A	End of unit - summative assessment B- Create equivalent expressions using order of operation problems that correlate with the times on a clock face. D-Real life -solve problems on a neighbor's clock face and create a novelty clock that can be given others.		
Semester Review	1 week								Review		

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Science MYP3- Moutoux	<i>*Integrated units with Design (Technology Applications)</i>										
Chemistry* (Fall)	9 weeks	Change	Form Patterns	Scientific & 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.	C	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,	<i>*Integrated units with Design (Technology Applications)</i>										
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	1 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	<i>*Integrated units with Design (Technology Applications)</i>										
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		

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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		