

## MYP 4 (Grade 9) English

| Unit title                                   | Key concept   | Related concepts                      | Global context               | Statement of Inquiry                                                                       | Objectives | ATL skills                                                                                                                                                                                                                                                                  | Content                                                                                                                                  |
|----------------------------------------------|---------------|---------------------------------------|------------------------------|--------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Growing Up With Graphic Novels: Anya's Ghost | Identity      | Style<br>Theme                        | Identities and Relationships | The combination of words and visuals can communicate subtle meanings about complex topics. | A, B, D    | <p>Communication:<br/>(Exchanging thoughts, messages and information effectively through interaction)</p> <p>Critical thinking:<br/>(Analysing and evaluating issues and ideas)</p> <p>Creative thinking:<br/>(Generating novel ideas and considering new perspectives)</p> | Students will read and analyze a graphic novel specifically focusing on ways the writing captures the voice of adolescence in the story. |
| Love Poetry                                  | Relationships | Self-expression<br>Structure<br>Style | Identities and Relationships | Feelings can be expressed through figurative language.                                     | A, B, C, D | <p>Self Management: Organization<br/>(Managing time and tasks effectively)</p> <p>Affective Skills<br/>(Managing state of mind)</p> <p>Creative Thinking<br/>(Generating novel ideas and considering new perspectives)</p>                                                  | Students will study, analyze, and write poetry.                                                                                          |

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| Biography/<br>Autobiography | Identity    | Purpose<br>Self-Expression            | Identities and<br>Relationships  | Other people's<br>inspirational<br>actions have<br>consequences<br>on the concept<br>of self. | B, C, D | Self-Management: Organization<br>(Managing time and tasks<br>effectively)                                                                              | Students will read a<br>biography or<br>autobiography and write<br>a book review.                                      |
| Lord of the<br>Flies        | Systems     | Theme                                 | Identities and<br>Relationships  | Adherence to<br>systems is<br>essential for<br>social cohesion.                               | A, B, D | Critical Thinking<br>(Analyzing and evaluating<br>issues and ideas)                                                                                    | Students will read and<br>analyze a novel and<br>produce an essay<br>focusing on a symbolic<br>element from the story. |
| Literature<br>Circles       | Perspective | Character<br>Context<br>Point of View | Orientation in<br>Space and Time | Consideration<br>of character<br>perspective is<br>key to the<br>context of a<br>story.       | A, C    | Collaboration Skills:<br>(Listen actively to other<br>perspectives and ideas.<br><br>Exercise leadership and take on<br>various roles within a group.) | Students will read and<br>analyze a novel in small<br>groups, considering<br>character perspective.                    |

## MYP Grade 9 Design

| Unit title | Key concept | Related concepts          | Global context                                                | Statement of Inquiry                                             | Objectives | ATL skills                                                                                                                                                                                                                                     | Content                                                                                                                                                                                                                                                                                                                                       |
|------------|-------------|---------------------------|---------------------------------------------------------------|------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SumoBots   | Systems     | Innovation, Collaboration | Scientific and technical innovation (Processes and solutions) | Innovative solutions are often developed by collaborative teams. | A,B,C,D    | <p><i>Social</i><br/>Delegate and share responsibility for decision making</p> <p><i>Social</i><br/>Manage and resolve conflict and work collaboratively in teams</p> <p><i>Thinking</i><br/>Create novel solutions for authentic problems</p> | <p>Students are required to investigate the impact robots have on people's lives today and make predictions for how they will impact the future.</p> <p>Students will collaborate in pairs to build and program a SumoBot. The SumoBots will battle in a circular arena, with the objective being to push the opponent out of the circle.</p> |

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| My Kitchen Rules | Communities | Evaluation, Invention | Identities and relationships (physical, physiological and social development, transitions, health and well-being) | The invention of a meal requires evaluation to enhance the quality and overall intent of the product. | A,B,C,D | <p><i>Social</i><br/>Take responsibility for one's own actions</p> <p><i>Research</i><br/>Identify primary and secondary sources</p> <p><i>Thinking</i><br/>Revise understanding based on new information and evidence</p> <p><i>Thinking</i><br/>Create novel solutions to authentic problems</p> <p><i>Thinking</i><br/>Consider ideas from multiple perspectives</p> <p><i>Thinking</i><br/>Interpret data</p> | <p>Students are required to share a healthy and nutritious dish with their classmates.</p> <p>Students will investigate healthy and nutritional foods, and will need to design their own testing methods to evaluate their success.</p> |
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| Community Project | Communities   | Responsibility, Service | Fairness and development         | We have a right and responsibility to implement service as action in the community                                 | A,B,C,D | <p><i>Communication</i><br/>Structure information in summaries, essays and reports.</p> <p><i>Social</i><br/>Advocate for one's rights and needs</p> <p><i>Self-management</i><br/>Keep and use weekly planner for assignments</p>                                        | The community project engages students in a sustained, in-depth inquiry leading to service as action in the community.                              |
| School Kitchen    | Communication | Adaptation, Function    | Personal and cultural expression | Ideas can be adapted to function better in a given situation, which can be communicated through accurate drawings. | A,B,C,D | <p><i>Thinking</i><br/>Create original works and ideas; use existing works and ideas in new ways</p> <p><i>Thinking</i><br/>Practice visible thinking strategies and techniques</p> <p><i>Thinking</i><br/>Transfer current knowledge to learning of new technologies</p> | Using Ikea software, students are tasked to re-design the staff kitchen area, in preparation for growing a growing staff in the next academic year. |

## MYP Grade 9 Individuals & Societies

| Unit title                                                 | Key concept        | Related concepts      | Global context                   | Statement of Inquiry                                                                                                        | Objectives | ATL skills                                                                                                                                                                                                                       | Content                                                                                                                                                                                                                                                       |
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| The natural features of Norway                             | Systems            | Processes             | Globalization and sustainability | Norway's spectacular landscapes changes in time, with or without human impact.                                              | A, B C, D  | <i>Organize and depict information logically</i><br><br><i>Use appropriate strategies for organizing complex information</i>                                                                                                     | Students will understand Norway's geography, and compare it to other parts of the world. They will continue using their knowledge to inquire into making the best location to build a hotel in Asker.                                                         |
| Why do nations go to war and why is peacemaking difficult? | Global Interaction | Perspective, Conflict | Globalization and sustainability | Global competition for resources can be a cause of conflict and peacemaking is dependent on global cooperation and justice. | A, D       | <i>Structure information in summaries, essays and reports</i><br><br><i>Use appropriate strategies for organizing complex information</i><br><br><i>Evaluate and select information sources and digital tools based on their</i> | <p>Students will learn what were the key events that led to the outbreak of the First and Second World Wars.</p> <p>Students will understand what were the challenges to making a lasting peace. Students will study why do nations resort to waging war.</p> |

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|               |                       |                       |                               |                                                                 |            | <i>appropriateness to specific tasks</i>                                                            | Students will inquire into why do historians have different perspectives on the causes of the war and to what extent can war be prevented and peace be established and maintained.                                                                                                                                                                                                                                                                                                         |
| Cold Warriors | Time, place and space | Perspective, Ideology | Orientation in space and time | Time, place and space are impacted by perspective and ideology. | A, B, C, D | <i>Test generalizations and conclusions</i><br><br><i>Consider ideas from multiple perspectives</i> | <p>The students should be able to identify the similarities and differences of capitalism and communism</p> <p>Students will gain knowledge on different historic events: Korean war, Berlin, Cuban Missile Crisis</p> <p>Students can tell and reflect about causes, main events and consequences after the cold war. Students can explain the different ideologies during the cold war Students can point to different events on the cold war with help of a map and and a timeline.</p> |

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|                           |        |                                              |                                  |                                                                                                                       |      |                                                                                                                                              | Understand how these events changed the world Understand why the world is how it is today, economically, politically and culturally<br>.                                                                                                                                                                                                                                                                                         |
| Where are all the people? | Change | Causality (cause and consequence), Processes | Globalization and sustainability | The population of human societies changes due to a variety of processes, which can be represented through statistics. | C, D | <i>Use a variety of media to communicate with a range of audiences</i><br><br><i>Make connections between various sources of information</i> | What has been the pattern of global population change?<br>How can we model population change?<br>What are some of the social issues that can be caused by population change?<br>How can sustainable development promote equity in societies?<br>What processes contribute to population change?<br>es What are the features of equitable and fair societies?<br>Should governments try to control the size of their populations? |

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| Finance my Island | Systems | Choice | Globalization and sustainability | Systems in societies must decide what, how, and for whom to produce in the face of scarcity. | B, D | <p><i>Organize and depict information logically</i></p> <p><i>Use models and simulations to explore complex systems and issues</i></p> | <p>Students will construct a model of individual choice.</p> <p>Students will explore the various ways societies have answered the basic economic questions; what, how, and for whom to produce.</p> <p>Students will evaluate the outcomes of various economic systems.</p> |
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## MYP Grade 9 Mathematics

| Unit title                     | Key concept  | Related concepts    | Global context                                                 | Statement of Inquiry                                                                 | Objectives | ATL skills                                                                                                                                                                         | Content                                                                                                                                       |
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| Expressions, indices and surds | Relationship | Change, Equivalence | Scientific and technical innovation (Mathematical puzzles)     | Rearranging mathematical expressions shows us that the relationship does not change. | B, C       | <i>Communication</i><br>Negotiate ideas and knowledge with peers and teachers<br><br><i>Critical thinking</i><br>Identify obstacles and challenges                                 | Algebraic expressions including fractions, surds and indices<br>Factorization of binomials                                                    |
| Finding solutions              | Relationship | Equivalence, Model  | Scientific and technical innovation (Systems, Models, Methods) | Models created with equivalent equations can reveal relationships.                   | A, B, C, D | <i>Critical thinking</i><br>Use models and simulations to explore complex systems and issues<br><br><i>Communication</i><br>Structure information in summaries, essays and reports | Equations and inequalities - solve, draw and related<br><br>Simultaneous equations - algebraic and graphical methods<br><br>Non-linear graphs |

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|                                                 |        |                       |                                                                        |                                                                                                                       |      | <i>Information literacy</i><br>Collect and analyse data to identify solutions and make informed decisions                                    |                                                                                                                                  |
| Where are angles in everyday life?              | Form   | Model, System         | Personal and cultural expression (Metacognition and abstract thinking) | Systems of shapes, forms and models can help us solve problems.                                                       | A, D | <i>Organization</i><br>Use appropriate strategies for organizing complex information                                                         | Area, surface area and volume<br><br>Angles and parallel lines<br><br>Congruent triangles<br><br>Non-numerical proofs            |
| Where are all the people?<br><br>(IDU with I&S) | Change | Model, Representation | Globalization and sustainability (Population and demography)           | The population of human societies changes due to a variety of processes, which can be represented through statistics. | B, C | <i>Information literacy</i><br>Understand and use technology systems<br><br><i>Affective</i><br>Practice strategies to overcome distractions | Statistics measurements: mean, median, mode, range and standard deviation.<br><br>Linear line of best fit and linear regression. |

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| How is technical innovation changing our ideas of public and private space? | Relationship | Model | Scientific and technical innovation (Principles and discoveries) | Modeling allows us to solve new spatial relationship problems arising from technical innovations. | A, B, C, D | <p><i>Critical thinking</i><br/>Practice observing carefully in order to recognise problems</p> <p><i>Critical thinking</i><br/>Draw reasonable conclusions and generalizations</p> <p><i>Transfers</i><br/>Applying skills and knowledge in unfamiliar situations</p> | <p>Trigonometric ratios: sine, cosine and tangent</p> <p>Bearings</p> |
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## MYP Grade 9 Science

| Unit title         | Key concept   | Related concepts               | Global context                      | Statement of Inquiry                                                                 | Objectives | ATL skills                                                                           | Content                                                                                                                                                                                                         |
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| Health and Disease | Relationships | Consequences, evidence         | Scientific and technical innovation | Our understanding of risk and consequences has a direct impact on health in society. | A, D       | Thinking: critical thinking skills - Evaluate evidence and arguments                 | What happens in our immune system when it comes into contact with a pathogen?<br>How does the immune system give us specific immunity?<br>How does vaccination protect us?<br>Should vaccination be compulsory? |
| Light and Sight    | Relationships | Patterns, interactions, models | Scientific and technical innovation | The interaction between light rays and our eyes allows us see the world around us    | B, C       | The interaction between light rays and our eyes allows us to see the world around us | What is the structure of the eye? How is light reflected and refracted? How do our eyes detect light? How do reflection and refraction affect the way we see things?                                            |

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| Chemical patterns | Change | Patterns, interactions         | Scientific and technical innovation | Chemical behaviour follows patterns allowing us to predict changes and interactions                  | A    | Thinking: practise observing carefully in order to recognise problems<br><br>Interpret data<br><br>Identify trends and forecast possibilities.                                       | What is the reactivity series? What are the signs a chemical reaction is taking place? How do atoms bond together? Why do some metals react more readily than others? How can we increase the rate of a chemical reaction? How do atoms bond together? Can we separate compounds into their elements? |
| Life's Chemistry  | Change | Function, form, transformation | Scientific and technical innovation | Enzymes control chemical reactions in our bodies, transforming our food and allowing us to function. | B, C | Collect and analyse data to identify solutions and make informed decisions<br><br>Process data and report results.<br><br>Revise understanding based on new information and evidence | What is respiration? What are enzymes? How do enzymes work? How are enzymes affected by surrounding conditions? Why are enzymes important to us?                                                                                                                                                      |

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| Our sustainable future | Systems | Environment, energy, transformation | Globalisation and sustainability | Our consumption of resources has an unsustainable impact on the environment | D | <p>Make fair and equitable decisions</p> <p>Listen actively to other perspectives and ideas</p> <p>Advocate for one's own rights and needs</p> | <p>What are the major environmental challenges we face?</p> <p>What can be done to ensure our sustainable future?</p> |
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## MYP Grade 9 Physical Education

| Unit title                                                     | Key concept | Related concepts          | Global context                         | Statement of Inquiry                                                                             | Objectives | ATL skills                                                                                                                                                                                                                       | Content                                                                                                                                                      |
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| Hit or Miss!<br>(Ping Pong)                                    | Change      | Adaptation,<br>Refinement | Scientific and<br>Technical Innovation | Skill development<br>requires the<br>process of<br>adaptation and<br>reflection.                 | B,C,D      | <i>Communication</i><br><i>Read a variety of<br/>sources for<br/>information and for<br/>pleasure</i><br><br><i>Self Management</i><br><i>Practise focus and<br/>concentration</i><br><br><i>Resilience</i>                      | Students create a ping<br>pong skill card that<br>they need to teach to<br>another student.<br>Students will also take<br>part in a ping pong<br>tournament. |
| Yoga -<br>Wellness<br>activities and<br>its value for<br>life. | Change      | Balance,<br>Energy        | Identities and<br>Relationships        | Being active and<br>balanced<br>promotes positive<br>energy towards<br>health and<br>well-being. | A,B,C,D    | <i>Self Management</i><br><i>Set goals that are<br/>challenging and<br/>realistic</i><br><br><i>Practise being<br/>aware of body–mind<br/>connections</i><br><br><i>Practise strategies<br/>to reduce stress and<br/>anxiety</i> | Students prepare and<br>plan a yoga sequence<br>with which they need<br>to teach to the rest of<br>the class.                                                |

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| Handball                     | Communication | Space, Systems          | Orientation in Space and Time    | Teams that adapt their offensive and defensive strategies may gain a competitive advantage                                              | C,D    | <p><i>Communication</i><br/>Interpret and use effectively modes of non-verbal communication</p> <p><i>Social</i><br/>Delegate and share responsibility for decision-making</p> <p><i>Self Management</i><br/>Consider ATL skills development</p> | Students will have the opportunity to offer feedback to their team as they take on the responsibility of coach during half time. Students must also reflect on the feedback they receive and put steps in place to enhance their performance. |
| Parcour                      | Relationships | Adaptation, Environment | Orientation in Space and Time    | How can we adapt our movement patterns to interact effectively with the environment.                                                    | B,C, D | <p><i>Self Management</i><br/>Practise managing self-talk<br/>Practise “bouncing back” after adversity, mistakes and failures</p>                                                                                                                | In teams students create their own parcour run before performing it and creating a video.                                                                                                                                                     |
| Can't Touch it!(Touch Rugby) | Systems       | Adaptation, Refinement  | Globalisation and Sustainability | By transferring and adapting individual skills and team strategies from other invasion sports you will be able to outplay your opponent | A,C    | <p><i>Communication</i><br/>Negotiate ideas and knowledge with peers and teachers</p> <p><i>Self Management</i><br/>Plan strategies and take action to achieve personal and academic goals</p>                                                   | Students must understand the skills and rules associated with Touch rugby while taking part in a touch rugby tournament.                                                                                                                      |

### MYP Grade 9 Performing Arts

| Unit title                                     | Key concept   | Related concepts                | Global context                   | Statement of Inquiry                                                                                          | Objectives | ATL skills                                                                                                                                                | Content                                                                                                                        |
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| Winter Concert<br>Unit: Decades of Pop Culture | Identity      | Audience<br>Style<br>Boundaries | Personal and Cultural Expression | Pop culture communicates a person or group's identity through style and the consideration of audience impact. | A, B, C, D | Communication:<br><br>(Give and receive meaningful feedback)<br><br>Reflection:<br><br>(Focus on the process of creating by imitating the work of others) | Students will study elements of pop culture from a single decade and create and rehearse a performance for the winter concert. |
| Slam Poetry:<br>This is My Voice               | Communication | Expression<br>Narrative         | Identities and Relationships     | The process of artistic creation and performance can lead to self-discovery.                                  | A, B, C, D | Reflection Skills:<br>Considering the Learning Process<br><br>(Identify strengths and weaknesses in personal learning strategies - self-reflection)       | Students will evaluate various examples of slam poetry and write and perform their own.                                        |

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| Physical Theater | Communication | Narrative Expression Innovation | Fairness and Development | Deconstruction of the whole to investigate individual narratives often changes or challenges the original understanding of the narrative. | A, B, C, D | Social: Collaboration<br><br>(Delegate and share responsibility for decision-making.<br><br>Exercise leadership and take on a variety of roles within groups.) | Students will work in groups to devise a physical theater style performance of a scene or event in Lord of the Flies. |
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## MYP Grade 9 Mandarin

| Unit title    | Key concept | Related concepts        | Global context                   | Statement of Inquiry                                                                               | Objectives | ATL skills                                                                                                                                   | Content                                                                                                                                                                                                                                                                                            |
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| Chinese Knots | Culture     | Function, meaning       | Personal and Cultural expression | Handicraft art expresses the uniqueness and value of different cultures and personal preferences.  | D          | Communication skills: organize and depict information logically<br>Organization skills: plan short and long term assignments; meet deadlines | <ul style="list-style-type: none"> <li>Learning the vocabulary and sentence structure related to making Chinese knots</li> <li>Students learn procedure writing in Chinese.</li> <li>Create glossary using a dictionary</li> </ul>                                                                 |
| My Day        | Culture     | Conventions and meaning | Personal and Cultural expression | Cultural conventions are guidelines that shape our lives in what we regard as duty and diversions. | A, B, C    | Communication skills: organize and depict information logically                                                                              | <ul style="list-style-type: none"> <li>How to describe your daily routine.</li> <li>Learning the vocabulary and sentence structure related to their daily lives.</li> <li>Use of present continuous tense to describe their activities</li> <li>Give and exchange opinions about school</li> </ul> |

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| My career         | Development | Function, purpose  | Fairness and development     | The function of an individual's educational attainment is associated with future career development. | A, C, D | Communication skills: give and receive meaningful feedback<br>Information literacy skills: Collect, record and verify data | <ul style="list-style-type: none"> <li>• Vocabulary and sentence structure related to occupations</li> <li>• Students learn a new sentence structure 是...还是</li> <li>• 我长大想做什么？---future career</li> <li>• Research about family web page</li> </ul>                                                                                                                                                                    |
| Animals around us | Connections | Audience, Function | Identities and relationships | The function of animals helps to connect the relationship between the human and the natural world.   | B,      | Collaboration skills: Negotiate effectively<br>Organization skills: Create plans to prepare for summative assessments      | <ul style="list-style-type: none"> <li>• The verb “有” and “没有” and “不”</li> <li>• New vocabulary about animals</li> <li>• Measure words for animals</li> <li>• Cultural points about animals in China, such as pets</li> <li>• Personal pronoun</li> <li>• Question word: why</li> <li>• Conjunctive words; because.... therefore</li> <li>• Comparison</li> <li>• A + 最 + adjective</li> <li>• 谁最+adjective</li> </ul> |

# MYP Grade 9 Norsk

| Unit title                 | Key concept   | Related concepts | Global context                   | Statement of Inquiry                                           | Objectives                                               | ATL skills                                                                                                                                                                                                                                                                            | Content                                                                                              |
|----------------------------|---------------|------------------|----------------------------------|----------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Introduksjon               | Kommunikasjon | Struktur         | Personlig og kulturelt uttrykk   | For å kommunisere godt, må vi kjenne til strukturen i språket. | None                                                     | Kommunikasjon                                                                                                                                                                                                                                                                         | Språkkunnskap og grammatikk                                                                          |
| Skjønnlitterær skrivekunst | Kreativitet   | Sjangre          | Personlige og kulturelle uttrykk | En sjanger bestemmer innholdet og motsatt.                     | BI, BII, BIII<br>CI, CII, CIII,<br>DI, DII, DIII,<br>DIV | <i>Kommunikasjon</i><br><i>Give and receive meaningful feedback</i><br><br><i>Use a variety of speaking techniques to communicate with a variety of audiences</i><br><br><i>Read a variety of sources for information and for pleasure</i><br><br><i>Write for different purposes</i> | Litteratur på bokmål, nynorsk, (svensk og dansk.) Sjangerlære, spennende fortelling, novelle, drama. |

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| Sammensatte tekster | Kommunikasjon | Publikumsbehov, hensikt, | Personlig og kulturelt uttrykk | Sammensatte tekster kan være en hensiktsmessig kommunikasjon sform. | AI, AII, AIII, AIV<br>BI, BIII, CI, CII, CIII<br>DI, DII, DIII, DIV, DV. | <i>Kommunikasjon; Use appropriate forms of writing for different purposes and audiences</i><br><br><i>Interpret and use effectively modes of non-verbal communication</i><br><br><i>Collaborate with peers and experts using a variety of digital environments and media</i><br><br><i>Read critically and for comprehension</i><br><br><i>Write for different purposes</i><br><br><i>Thinking; critical thinking skills</i> | Kunnskap om reklamespråket, opplysningskampanjer , analyse.                                 |
| Saktekster          | Perspektiv    | Struktur, stil           | Personlig og kulturelt uttrykk | Hvordan er det hensiktsmessig å strukturere en fagartikkel?         | AI-IV<br>BI, BII<br>DI-IV                                                | <i>Kommunikasjon; Read critically and for comprehension</i><br><i>Write for different purposes</i>                                                                                                                                                                                                                                                                                                                           | Artikkel i fem avsnitt. Språkhistorie og dialekter. Reklameanalyse. Sammenligne to tekster. |

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|                             |               |                                                         |                                |                                              |    | <i>Find information for disciplinary and interdisciplinary inquiries, using a variety of media</i><br><br><i>Organize and depict information logically</i><br><br><i>Structure information in summaries, essays and reports</i><br><br><i>Negotiate ideas and knowledge with peers and teachers</i> |                                 |
| Muntlig, ikke-verbalt språk | Kommunikasjon | Audience imperatives, Context, Purpose, Self-expression | Personlig og kulturelt uttrykk | En god presentasjon krever en god formidler. | DV | <i>Kommunikasjon Samarbeid</i>                                                                                                                                                                                                                                                                      | Muntlig fremføring om språktema |

## MYP Grade 9 Spanish

| Unit title                    | Key concept | Related concepts | Global context               | Statement of Inquiry                                                                 | Objectives | ATL skills                                                                                                                                            | Content                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------|-------------|------------------|------------------------------|--------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Asi soy yo en mi tiempo libre | Culture     | Form, purpose    | Identities and relationships | Our culture shape our identity, what we do and how we interact and behave in society | C,D        | <p>Organization skills - Plan short- and long-term assignments; meet deadlines</p> <p>Communication skills - Give and receive meaningful feedback</p> | <ul style="list-style-type: none"> <li>Activities we do in our free time</li> <li>Likes and dislikes</li> <li>Hobbies, activities and sports</li> <li>Frequency words (todos los dias, los fines de semana, etc)</li> <li>Body parts</li> </ul> <p>Grammatical competencies:</p> <ul style="list-style-type: none"> <li>Revision of use of verbs ser / estar</li> <li>Verb gustar / encantar /</li> </ul> |

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|                                           |         |                  |                                  |                                                                                                                                  |            |                                                                                                                                                                                   | detestar / odiar <ul style="list-style-type: none"> <li>• Correct use of verbs jugar / hacer and practicar</li> </ul>                                                                                                                                                                                                                                                                                                      |
| Un mosaico de celebraciones y tradiciones | Culture | Meaning, context | Personal and cultural expression | Our understanding of cultural diversity is developed when we understand the meaning of cultural traditions in different contexts | A, B, C, D | Thinking skills: critical thinking skills- consider ideas from different perspectives<br><br>Collaboration skills-- Manage and resolve conflict and work collaboratively in teams | <ul style="list-style-type: none"> <li>• Asking and answering about birthdays</li> <li>• Describing personal celebrations</li> <li>• Talking about typical food and drink</li> <li>• Talking about a celebration or tradition</li> </ul> Grammatical competencies: <ul style="list-style-type: none"> <li>• Object pronouns</li> <li>• Use of preterito imperfecto</li> <li>• Verb dar</li> <li>• 'Se celebra',</li> </ul> |

|              |               |                           |                                 |                                                                                                                                             |            |                                                                                                                   | 'se come'                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| La vida sana | Communication | Conventions,<br>structure | Identities and<br>relationships | We<br>communicate<br>how our<br>lifestyles have<br>an impact on<br>our health<br>through text<br>conventions<br>and language<br>structures. | A, B, C, D | Communication<br>skills: non-verbal<br>communication<br><br>Reflective skills:<br>personal learning<br>strategies | <ul style="list-style-type: none"> <li>• Know parts of the body</li> <li>• Give instructions</li> <li>• Talk about own mood</li> <li>• Talk about pain in part of body</li> <li>• Food items in Spanish'</li> <li>• Vocabulary related to health</li> </ul> Grammatical competencies: <ul style="list-style-type: none"> <li>• Use of verb 'doler'</li> <li>• Use of imperativo afirmativo</li> <li>• Reflexive verbs</li> </ul> |
|              |               |                           |                                 |                                                                                                                                             |            |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                  |