



**6<sup>th</sup> Grade** work in progress in yellow

	Quarter I	Quarter II	Quarter III	Quarter IV
Science	<p><b>Processes and Skills:</b></p> <ul style="list-style-type: none"> <li>Organizational Skills</li> <li>Scientific Method</li> <li>Measurement and Using Lab Equipment</li> <li>Mass, Volume, Length, Metric Conversions</li> <li>Orders of Magnitude</li> </ul> <p><b>Guiding qu:</b> Why do you need to communicate research?</p> <p><b>ATL:</b> Hands-on activities to learning about measurement.</p> <p><b>HF:</b> Creating lab reports and independent projects using the Scientific Method.</p>	<p><b>Environment/Ecology</b></p> <ul style="list-style-type: none"> <li>Global warming</li> <li>Water Cycle/water pollution</li> <li>pollution</li> <li>organic agriculture</li> <li>energy – fossil fuels and alternative energy</li> <li>environmental organizations</li> <li>investigation to actions citizens of the world can take</li> </ul> <p><b>Guiding qu:</b> How do our actions affect our environment?</p> <p><b>CS:</b> Creating a compost which will be used for a natural fertilizer</p> <p><b>ENV:</b> pro-active in their lifestyle in changing the amount of energy usage in their daily lives</p> <p><b>HF:</b> compost creation</p> <p><b>HSE:</b> educate others about the compost project</p>	<p><b>The Earth Structure and Forces:</b></p> <ul style="list-style-type: none"> <li>Plate Tectonics</li> <li>Volcanoes</li> <li>Anatomy and Types of Eruptions</li> <li>Ring of Fire and societal impact</li> <li>Earthquakes</li> <li>Forces and Faults</li> <li>Impact on Society</li> </ul> <p><b>Guiding qu:</b> How can studying natural disasters save lives?</p> <p><b>ATL:</b> Learning through live coverage of natural disasters – group projects/presentations on a chosen natural disaster</p> <p><b>ENV:</b> Ecological impacts of natural disasters</p> <p><b>HSE:</b> Societal impacts on natural disasters</p>	<p><b>Astronomy &amp; Solar System:</b></p> <ul style="list-style-type: none"> <li>Big Bang</li> <li>Cosmology</li> <li>Galaxies &amp; Gravity</li> <li>Star Life Cycles &amp; Black holes</li> <li>Solar System</li> </ul> <p><b>Guiding qu:</b> Why learn more about the universe? How do events in the past affect us?</p> <p><b>ATL:</b> Planetarium visit</p> <p><b>CS:</b> Science Fair presentations</p> <p><b>ENV:</b> Understanding how these events affect our environment</p>
Humanities	<p><b>Introduction of MYP Geography and core skills</b></p> <p><i>Civilizations of South America- Incas, Aztecs, and Mayan</i></p> <p><b>Guiding qu:</b> How do Civilizations fall and rise? How does Geography affect our lives? What are the Five Themes of Geography? What are the five MYP Areas of Interaction? Who do we use the areas of interaction as “lens” of enquiry?</p> <p><b>ATL:</b> Accurate map making. Alternative devices of direction. (needle and leaf for compass) Contribute to meaningful discussions on civilizations and geography.</p> <p><b>CS:</b> Why must communities work together? How does a civilization develop and change over time?</p> <p><b>ENV:</b> The Five Themes of Geography.</p> <p><b>HF:</b> What has man done to change the physical geography of; A neighborhood, town, city, country, continent? Man’s inventions to improve geography skills.</p> <p><b>HSE:</b> Health issues in ancient civilizations. How geography is related to health issues.</p>	<p><b>Introduction MYP History and core skills (interdisciplinary fieldtrip)</b></p> <p><i>Skills demonstrated through the following topics (Age of Exchange &amp; Encounter: Early/Mid Age Europe Rise &amp; spread of Islam, and/or Empires of East Asia(approx. chronological span 500-1500 AD)</i></p> <p><b>Guiding qu:</b> What is History? How dark were the Dark Ages? How does history affect the future?</p> <p><b>ATL:</b> Engage in meaningful conversations about History and the rise of Islam. Show a personal time line of your own life.</p> <p><b>CS:</b> What did the Islamic empire see as their community expectations for each member? Gender roles in the middle-ages and East Asian empires.</p> <p><b>ENV:</b> How does geography affect the rise of empires and fall of civilizations?</p> <p><b>HF:</b> What are man’s affects on History? How has man “shaped” history with inventions? What mark on History do you wish to leave?</p> <p><b>HSE:</b> Living conditions of the Dark Ages. Gender roles in East Asian Empires, Islam. We were educated during the Middle Ages, Islamic Empire?</p>	<p><b>JMUN – Junior Model United Nations</b></p> <p><b>Guiding qu:</b> How do the members of the international community help one another? Is the United Nations really “United?” How can you help our school community, family, and world be a more cooperative place?</p> <p><b>ATL:</b> Engage in on-going debates covering JMUN issues and topics. Write a persuasive opening speech. Develop an understanding of a specific country and its role in the international community.</p> <p><b>CS:</b> How does the United Nations help all nations?</p> <p><b>ENV:</b> What does the United Nations do to help the environment? Education? Awareness? Committees? Sanctions for non-compliance?</p> <p><b>HF:</b> How man can change the work, for better and for worse! How we can do our part to help improve our planet.</p> <p><b>HSE:</b> Current world-wide health issues. Human rights issues. Economic issues of the world and individual countries.</p>	<p><b>World of Sport and Globalization of ideas.</b> <i>(An introduction to Globalization)</i></p> <p><b>Guiding qu:</b> What does Globalization mean to you? How has Globalization affected you and your generation? What affects does globalization have on Sport, the world of entertainment and business?</p> <p><b>ATL:</b> Engage in meaningful conversations about Globalization/CS: The affects on communities due to Globalization.</p> <p><b>ENV:</b></p> <p><b>HF:</b> How man has created “Globalization” of sport, goods, and famous people.</p>
Math	<p>Statistics and Graphs, adding and subtracting decimal numbers, multiplying and dividing decimal numbers, converting fractions to decimals and vice versa</p> <p><b>Guiding qu:</b> How can statistics be used to persuade others?</p> <p><b>ATL:</b> Using computer programs to make statistics. Visualization of data is an</p>	<p>Number patterns and algebra, adding and subtracting fractions, multiplying and dividing fractions, ratio, proportions and percents.</p> <p><b>Guiding qu:</b> Why are rules needed in everyday life?</p> <p><b>CS:</b> How changing literacy rate affect our community.HSE: Use of patterns and trends to predict the future in literacy rates.</p>	<p>Measurement, Geometry: angles &amp; polygons, Measuring area and volume</p> <p><b>Guiding qu:</b> How has geometry evolved through time?</p> <p><b>ENV:</b> Geometry present in nature – in depth look at naturally occurring regular and irregular shapes in our surroundings.</p>	<p>Probability, algebra – integers and solving equations</p> <p><b>Guiding qu:</b> How can we use math to predict the future or see what happened in the past?</p> <p><b>ATL:</b> Hands-on activities and using real-life data; simulations</p> <p><b>ENV:</b> Studying how continuing the</p>

	<p>alternative way of presenting data.  <b>HF:</b> Students produce graphs and tables from the surveys they do.  <b>HSE:</b> Use statistics to persuade to make good choices about their lifestyle.</p>		<p><b>HSE:</b> Study of use of geometry in other cultures.</p>	<p>trend in CO2 emissions might affect temperature  <b>HF:</b> Creating of graphs and charts which show trends</p>
Spanish	<p>Narrativa: Mitos y leyendas en la literatura Latino Americana; Narrativa: El Impacto ambiental y la protección Ecológica  <b>Guiding qu:</b> Cuales son las raices culturales que originan los mitos y leyendas?  <b>ENV:</b> Relacion entre el mito y la geografia, las creencias y la proteccion ambiental.   <b>HF:</b> Relacionar mitos de distintos periodos historicos   <b>HSE:</b> Valores sociales presentes en la mitologia que conservan la tradicion de un pueblo.</p>	<p>Novela: La integración de los seres humanos y los animales en armonía con la naturaleza: "Patintero" y "Platero y yo"  <b>Guiding qu:</b> Que contenidos emocionales y que conocimientos adquirimos de las relaciones establecidas entre los hombres y los animales?  <b>ATL:</b> Investigacion sobre la domesticacion de los animales . Usos de los animales en la historia.  <b>CS:</b> Importancia de los zoológicos de contacto para la comunidad. Valoración y respeto a los animales (sociedad protectora de animales)  <b>ENV:</b> Apreciación de las regiones geograficas a traves de la literatura  <b>HF:</b> Crear historias sobre sus mascotas.</p>	<p>Poesía: Los sentimientos, pasiones y emociones a través de la poesía. La subjetividad lírica.  <b>Guiding qu:</b> Como puedo describir el ambiente que me rodea a través de mis emociones y sentimientos?  <b>ATL:</b> Conocer la medida de los versos, los elementos de la versificación.  <b>CS:</b> <b>Recitación de poesías a la comunidad.</b>  <b>HF:</b> Producir antologías poeticas</p>	<p>Teatro: Las costumbres, supersticiones de los pueblos en el siglo XIX. "La Zapatera Prodigiosa" de García Lorca; El papel de la mujer en la sociedad Española del siglo XIX.  <b>Guiding qu:</b> Como a traves del texto dramático se hace una representación de la vida?  <b>ATL:</b> Investigar el contexto socio-político de Lorca y su relación con el mundo andaluz (sociedad y arte)  <b>CS:</b> Representación de algunas escenas teatrales.  <b>HF:</b> Adaptar un texto narrativo o poético al género dramático.  <b>HSE:</b> El comportamiento femenino frente a la tradición del siglo XIX.</p>
English	<p>Literature: (summer reader <i>Julie of the Wolves</i>. Follow up work: a leaflet on communicating with wolves and an alternative ending)  <b>Guiding qu:</b> How similar are we to animals?  <b>ENV:</b> The relationship between humans and animals   <i>Hatchet</i>.  Projects: oral on animals, "Missing" letters-the story from the parents' points of view.  <b>Guiding qu:</b> What is my relationship with my surroundings/environment?  <b>ATL:</b> writing: the descriptive essay  <b>ENV:</b> man vs. nature, survival of the fittest</p>	<p><b>A play from <i>The Twilight Zone</i></b>  Writing: A policeman arrives. What happens next?  <b>Guiding qu:</b> How does fear change people?  <b>HSE:</b> How people act in times of stress and fear.   Literature: <i>The Apprentice</i>  Orals on Florence and the historical/aristic context of the Renaissance. Newspaper on Donatello's disappearance  <b>Guiding qu:</b> Why is it important to help those around us?  <b>ATL:</b> Writing: the narrative essay  <b>CS:</b> Helping others even when it is a dangerous thing to do   <b>A <i>Christmas Carol</i> (play version)</b>  Creative writing: the death of Scrooge  <b>Guiding qu:</b> Does being mean hurt us more than others?  <b>ATL:</b> Playscripts  <b>HSE:</b> Attitudes to money, the perils of greed</p>	<p><b>Holes</b>  Oral hot seating exercise, <i>Holes</i> as an effective story – considering the key elements of a novel  The film version, including a worksheet on it.  <b>Guiding qu:</b> What do we expect to find in a good story?  <b>ATL:</b> The essential elements of writing  <b>HF:</b> How do authors effectively combine all the different elements involved in good writing?   <b>Short stories</b>  A range including Rolad Dahl and others.  Writing: provide an ending for one story and write your own (free choice)  <b>Guiding qu:</b> What skills will make my writing come to life?  <b>ATL:</b> The essential elements of writing  <b>HF:</b> what makes stories interesting and exciting?</p>	<p><b>Poetry</b>  A selection of humorous poetry including those selected by the students themselves.  Analyzing poetry and writing poetry.  <b>Guiding qu:</b> What are the effects of humor in poetry?  <b>ATL:</b> Literary/poetic terms, peer editing  <b>HSE:</b> How can humor vary across cultures?   Mysteries and conspiracies.  <b>Guiding qu:</b> Why are we so fascinated by mysteries?  <b>ATL:</b> Using technology.  <b>HSE:</b> Explaining the mystery involved.</p>
Music		<p>Instrument families, instrument operation, instrument care  Posture, breathing, anatomy, lung capacity, velocity vs. volume, horn position, embouchure, airstream, tone production, tone quality  High and low pitch, long and short rhythm, loud and soft dynamic  <b>Guiding qu:</b> What are the basic concepts that the students needs to learn in order to play a wind instrument in Band Class?  <b>ATL:</b> Research on musical instruments, discussion</p>	<p>Dynamics: crescendo, decrescendo, manipulation of airstream  Rhythms: tied, dotted, pick-ups, multi-bar rests, ¾ time signature, conducting patterns  Form: 1<sup>st</sup> &amp; 2<sup>nd</sup> endings, rondo, binary, theme and variation, D.C., Fine, Articulation: tongue, slur, accent, phrase  Pitch: natural, key signature, Eb, F  <b>Guiding qu:</b> What are some basic</p>	<p>Pitch: interval, Bb scale, triad, chord, arpeggio, harmonic center, tension and repose  Technique: crossing break, lip slurs  Form: repeats  <b>Guiding qu:</b> What are some other concepts of instrumental technique that we need to discuss in order to achieve a higher level of performance?  <b>ATL:</b> Working special exercises to develop embouchure formation, air</p>

		<p>on basic concepts of anatomy in relation to playing a wind or percussion instruments, basic concepts of instrumental techniques (tone, articulation, register, dynamics)</p> <p><b>CS:</b> Prepare short performances of materials in class to be presented in our school community</p> <p><b>ENV:</b> Participate in activities to promote environmental awareness (eg the effect of loud sounds in the community, organizing a performance to raise funds for environmental cause)</p> <p><b>HF:</b> Using music as a vehicle of expression ,learning about different cultures through their music</p> <p><b>HSE:</b> Learning about been healthy to be able to perform on a wind and percussion instruments.</p>	<p>concepts of music notation and how are these apply to instrumental performance?</p> <p><b>ATL:</b> Introduction to basic concepts of music notation using materials from the text and excerpts from band repertoire.</p> <p><b>CS:</b> Prepare materials to be presented in the school community.</p> <p><b>ENV:</b> Thematic performances to promote environmental awareness</p> <p><b>HF:</b> The study and performance of music of different cultures.</p> <p><b>HSE:</b> Concept of team work and cooperation</p>	<p>column support, proper pitch production and sonority.</p> <p><b>HSE:</b> Basic understanding of the mouth and throat anatomy and refine concepts of body posture.</p>
Drama			<p>“What is Drama?” – Define it for ourselves. Theatre Legs – self awareness through exploration of Drama.</p> <p>Technical and Structured Play Theatre Games to build team skills. Introduction to mime, tableau and improvisation. Introduction of the Developmental Workbook.</p> <p>Use of skills to develop short performance piece for an audience through scripted or group created theatre.</p>	<p><b>ATL:</b> Discovery of methods of obtaining information and communicating information in a variety of modalities.</p> <p><b>CS:</b> Development of group skills. Understanding the unique abilities and challenges of those around us.</p> <p><b>ENV:</b> All reflections, group notes, creative elements recorded on recycled/reused paper. Discussion of ways of presenting important information about important issues such as Environment through theatre.</p> <p><b>HF:</b> Everything we do is a result of our ability to create and our ability to understand the effects of our creation – pure enjoyment to education.</p> <p><b>HSE:</b> Understanding the limits and extensions of our physical selves. Investigation and practice of concentration, balance, endurance, etc.</p>
Visual Art	<p><b>Drawing: A foundation to art making.</b></p> <p>How one can use line, create values, texture, and balance.</p> <p>Drawing from still life. Basic techniques for proportions. Pencils, oil pastels.</p> <p>Contour-line .Science perception objective.</p> <p>Using crayons and. Watercolors.</p> <p>Collage and drawing create a story about the object. Mix media.</p> <p><b>Guiding qu:</b> Have I found more than one way to use Line?</p> <p><b>ALT:</b> Students use natural materials to draw a Still life.</p> <p><b>HF:</b> Students write a story about who they are, where they come from, and what does it mean to them.</p>	<p>Painting: Tempra, Acrylics, Pastels.</p> <p>Learn basic methods of painting in a variety of media. Introduce methods of painting through examining the work of masters painters. Explore color relationships as they apply to painting.</p> <p>Students will be introduced to “famous artists”, art of ancient cultures and other nontraditional areas of art which will allow them to question.</p> <p><b>Guiding Question:</b> What is art?</p> <p><b>HF:</b> While defining their own creative style, interests and individuality as an artist</p>		
Spanish as a second language	<p>Mi Mundo Escolar: Un Amigo o una Amiga. La Escuela, Alumnos y cursos. Las Compras de la Escuela En el Café</p>	<p><b>Mi Mundo Familiar: La Familia. Deportes en Equipo. La Salud y el Médico. En la tienda.</b></p> <p><b>Guiding qu:</b> Why is it relevant to know about family</p>	<p>Mi Mundo turístico I Verano y el invierno. Diversiones Culturales Un viaje en Avion . Un viaje en tren</p>	<p>Mi Mundo Social: Una gira. En En el Restaurante .</p> <p><b>Guiding qu:</b> Why is important to share</p>



	<p><b>Guiding qu:</b> Why is it important to learn about my new school?  <b>ATL:</b> The student will learn new vocabulary related to school, school supplies and subjects.  <b>CS:</b> The students will prepare a poster talking about good behavior in the school and school rules.  <b>ENV:</b> The Students will prepare a menu talking about Salad and fruits  <b>HF:</b> They will prepare a dialogue in a school.  <b>HSE:</b> They will talk about social life within a school.</p>	<p>values and customs in Latin American Countries?  <b>CS:</b> Write down a report about an orphan 's life and compare it with your own family situation  <b>ENV:</b> The students will talk about doing outdoor sports.  <b>HF:</b> They will prepare a poster about a fashion show  <b>HSE:</b> They will talk about the importance of visiting the doctor.  <b>ATL:</b> The students will prepare a dialogue using the vocabulary related to the Shop.</p>	<p><b>Guiding qu:</b> Where do you go during vacations?  <b>ATL:</b> The students will learn new vocabulary related to weather.  <b>CS:</b> The student will prepare a weather report by radio.  <b>ENV:</b> They will prepare a poster talking about cleaning the beaches.  <b>HF:</b> They will make a model about their favorite place in Venezuela for tourism.  <b>HSE:</b> They will talk about security rules whenever they travel.</p>	<p>with other?  <b>ATL:</b> They will discuss about social events.  <b>CS:</b> They will create a poster about famous people doing community service around the world.  <b>HSE:</b> They will talk about healthy food.  <b>HF:</b> They will prepare a dialogue in a restaurant playing different roles.  <b>ENV:</b> They will talk about recycling in our school canteen.</p>
Physical Education	<p>Hockey, Volleyball  <b>Guiding qu:</b> "To what extent am I important within a team?"  <b>ATL:</b> Use of technology while researching for different projects related to fitness and sports.  Learn by doing and by modeling.  Practical and written tests.  Use of charts, bulletin boards, videos to teach different aspects of PE  Working in groups and helping others learn.</p>	<p>Handball, Dance  <b>Guiding qu:</b> "To what extent am I important within a team?"  <b>CS:</b> By learning how to lead a healthy life style, we are providing the community with healthy and productive individuals.  Learning safety procedures and basic first aid skills.  <b>ENV:</b> Learning proper care and use of facilities and equipment.  Safe use of the equipment and facilities so as not to damage them and obtain the best advantage.</p>	<p>Basketball, Gymnastics  <b>Guiding qu:</b> How can you help others improve?  <b>HF:</b> Changes undergone in the Physical Education Subject through different times and how it is conceived nowadays.  How sports have changed in rules, concept, etc. through the years.  Including the changes in equipment to enhance athlete performance.  Positive and negative changes in the sports and physical education history.</p>	<p>Softball, Track &amp; Field, Soccer  <b>Guiding qu:</b> "What makes a good team?"  <b>HSE:</b> Our students learn healthy habits including hygiene and fitness activities to maintain their bodies in good shape. Also, the learning of drug enhanced performances is studied together with its pros and cons.  Our cooperative, competitive, recreational activities help in the development of healthy social habits like teamwork, cooperation, competition, sportsmanship, and respect for others.</p>
Technology	<p>First Unit of Work:  Creating a Personal Mission Statement  Students will follow the MYP Design Cycle to create their Personal Mission Statement.  (Introduction to the MYP Design Cycle, Research skills, Keyboarding skills, MO Word).  <b>Guiding qu:</b> How can Technology help me create a Personal Mission Statement?  <b>HSE:</b> A Mission Statement is" a credo or motto that states what your life is about. It is like a blueprint to your life." It's a great way for students to acknowledge what is important for them in life. It also helps students become goal oriented.</p>			<p>Students will continue working on touch typing skills (Mavis Beacon) and on the Becoming CyberSMART curriculum for this age group. The Becoming CyberSMART curriculum includes several topics such as: <b>Safety</b> on the Internet, <b>Manners</b> on the Internet, <b>Advertising</b>, <b>Research</b> and <b>Technology</b>.  Second Unit of Work:  Students will create a photo story with the use of the following software: Photoshop 6 and Photo Story 3. They are supposed to use photographs taken of their performance on their drama production: "Green and Gold", edit them using Photoshop 6, and assemble them into a photo story. They are going to follow the Design Cycle and create a blog in order to document evidence of the process.  <b>Guiding qu:</b> How can Technology help us come up with creative ways to keep our memories?  <b>ATL:</b> Students will learn different ways in which to improve online searching. They will be encouraged to solve problems and take decisions while</p>

				<p>creating their photo story. While documenting their work on their own "MYP Technology" blog they will develop awareness of thought process and learning strategies.</p> <p><b>HF:</b> Through the creation of their photo story, students will learn to appreciate and develop the human capacity to influence, transform, enjoy and improve the quality of life. They will also learn to explore relationships between technology and other subjects (in this case Drama), which helps them reflect on the creative process.</p> <p><b>HSE:</b> They will apply most of the topics explored with the activity sheets from the Becoming CyberSMART curriculum, while working towards the creation of their photo story. After working on the topic of Safety they will become aware of potential hazards. They will also learn to take responsibility for their own well-being. In the topic related to Manners they will understand better the relationship between the individual and society.</p>
Wellness	<p>Cognitive and Emotional Development:</p> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Transitions</li> <li>- Organizational Skills</li> </ul> <p>Physical and sexual Development:</p> <ul style="list-style-type: none"> <li>- Puberty</li> <li>- Gender physical differences</li> </ul> <p>Social Development:</p> <ul style="list-style-type: none"> <li>- Friendship</li> <li>- Communication</li> <li>- Key value: Honesty</li> </ul> <p><b>Guiding Qu:</b> Who am I? Where do I belong?</p>			

<b>7<sup>th</sup> Grade</b> work in progress in yellow				
	<b>Quarter I</b>	<b>Quarter II</b>	<b>Quarter III</b>	<b>Quarter IV</b>
Science	<p><b><u>Structure and Function in Living Systems:</u></b></p> <ul style="list-style-type: none"> <li>• Creation Theories</li> <li>• Cells Structure &amp; Function</li> <li>• Classification</li> <li>• Six Kingdoms</li> </ul> <p><b>Guiding qu:</b> How have different cultures perceived creation? Why is variation important in living organisms?  <b>ATL:</b> Scientific inquiry, analysis, information processing, and analyses skills. Write own creation story. Field trip to P &amp; G – compare a factory to a cell and its function and structure.  <b>HF:</b> How are the stories similar? Different? How is this a reflection of the time, culture and scientific equipment available?</p>	<p><b><u>Diversity and Evolution:</u></b></p> <ul style="list-style-type: none"> <li>• Life Through Time</li> <li>• Geological Time Scale</li> <li>• Fossils</li> <li>• Darwin &amp; Natural Selection</li> <li>• Animal Adaptations</li> </ul> <p><b>Guiding qu:</b> How has life evolved? What evidence has lead to a change in Lamarck’s and Darwin’s theories?  <b>ATL:</b> Create poster and present. Communication, application of knowledge, integrate and summarize, reflection.  <b>CS:</b> How can I be responsible with the limited resources on earth?  <b>HF:</b> Create a geological time scale to understand man’s “short” time on earth analyze the impact the society has on the resources.</p>	<p><b><u>Heredity:</u></b></p> <ul style="list-style-type: none"> <li>• Genetic History DNA Structure</li> <li>• Inheritance</li> <li>• Genetic Engineering</li> <li>• Social Implications</li> </ul> <p><b>Guiding qu:</b> Why do people look different? Although there are some immediate benefits to genetic engineering, what are the long term effects?  <b>ATL:</b> Integrity, responsibility, Communication, reflection, collaboration, scientific inquiry skills, information processing, research.  <b>HF:</b> Ethical and social responsibilities of genetic engineering.  <b>HSE:</b> Choose a stance and debate for or against stem cell research, or genetic engineering.</p>	<p><b><u>Populations and Ecosystems:</u></b></p> <ul style="list-style-type: none"> <li>• Biomes/Ecosystems</li> <li>• Food Chain/Food Webs</li> <li>• Energy Pyramids</li> <li>• Symbiotic Relationships</li> </ul> <p><b>Guiding qu:</b> How are oatmeal and carpets connected? Barrier reefs: to build or not to build.  <b>ATL:</b> Student-driven web research to research the controversy of the barrier islands.  <b>CS:</b> Students use their research to form their own opinion on the development and use of barrier islands. Write a letter to the editor of an environmental magazine to convince readers that his or her conclusion is correct.  <b>ENV:</b> Investigate the geological and physical nature of these specialized ecosystems.  <b>HF:</b> How has human activity affected the barrier reefs?</p>
Humanities	<p><b><u>World Climates, Weather and environments</u></b></p> <p><b>Guiding qu:</b> How does Weather affect climate? How are Climate and Weather different or alike? What are the five Climate Zones and which do you live in?  <b>ATL:</b> Using maps to identify climate zones. Identifying weather patterns through discussion and presentations  <b>ENV:</b> How do climate zones and weather relate to certain environments? How does latitude affect climate and weather?  <b>HF:</b> Does man affect climate or weather? What technological advances have man created to better gauge and predict weather?  <b>HSE:</b> Climate and weather affect people’s life styles and culture.</p>	<p><b><u>European Renaissance , reformation and rebirth of ideas</u></b></p> <p><b>Guiding qu:</b> Are you a Renaissance “Man or Woman?” Was the black plague a good thing? How do ideas change or re-emerge throughout history?  <b>ATL:</b> Discuss reasons for the Renaissance. Develop a presentation on a Renaissance figure.  <b>CS:</b> How were Renaissance communities different from Middle Ages community and why?  <b>HF:</b> How did man bring about the Renaissance era? What marks the beginning of the Renaissance era and why?  <b>HSE:</b> How did health and social issues improve during the Renaissance Era?</p>	<p><b><u>JMUN – Junior Model United Nations</u></b></p> <p><b>Guiding qu:</b> How do the members of the international community help one another? Is the United Nations really “United?” How can you help our school community, family, and world be a more cooperative place?  <b>ATL:</b> Engage in on-going debates covering JMUN issues and topics. Write a persuasive opening speech. Develop an understanding of a specific country and its role in the international community.  <b>CS:</b> How does the United Nations help all nations?  <b>ENV:</b> What does the United Nations do to help the environment? Education? Awareness? Committees? Sanctions for non-compliance?  <b>HF:</b> How man can change the work, for better and for worse! How we can do our part to help improve our planet.  <b>HSE:</b> Current world-wide health issues. Human rights issues. Economic issues of the world</p>	<p><b><u>Golden Age of Empire &amp; Encounter Voyages of Discovery</u></b></p> <p><i>Econ: The quest for wealth and its relation to governance and power</i>  <i>Culture and Beliefs- Yanomami, Viking, Amish, etc.</i></p> <p><b>Guiding qu:</b> How did the Age of Exploration shape History? How are diverse cultures similar? How will present day “exploration” shape history?  <b>ATL:</b> Create a presentation on an Explorer. Work in groups to gather information and report on the cultures of the Amish, Yanomami, and Vikings  <b>CS:</b>  <b>ENV:</b> What are the environments like of the Yanomami, Amish, and Viking cultures?  <b>HF:</b> What were man’s technological advances that led to the age of exploration? What kinds of exploration do we see today?  <b>HSE:</b> What were health problems encountered by explorers? What were the effects of exploration on the indigenous peoples of the Americas? What makes the Amish, Yanomamin, and Viking cultures so unique, but similar in some ways?</p>
Math	<p>Statistics and Probability  Integers  Equations  Guiding qu:  HF:How powerful and influential would</p>	<p>Factors and Fractions  Rational Numbers  Ratio, Proportion, and Percent  Guiding qu:  HF: Where did the concept of rational</p>	<p>Equations and Inequalities  Functions and Graphing  Real Numbers and Right Triangles  Guiding qu:  HF: What is so REAL about Real</p>	<p>Two-Dimensional Figures  Three-Dimensional Figures  Polynomials and Nonlinear Functions  Guiding qu:  ATL: Are there limits to the dimensions</p>

	you be if you could see into (predict) the future. HF & ATL: In what ways is mathematics created by men & women and in what ways is it discovered?	numbers come from? ATL & HSE: Does the concept relate to the concept of rational in normal language?	Numbers? ATL: What is the alternative to Real Numbers?	we could study in Math? C&S: What about dimensions we could study in in Art, Language, and Music?
English	Following up on the summer reading. Then <i>The Outsiders</i> by SE Hinton, including activities related to gangs. <b>Guiding qu:</b> Why do people feel like they are outsiders? <b>ATL:</b> Reading for plot, character development, and theme; poetry writing in response to the story; letters to characters; viewing/critiquing the film version. <b>ENV:</b> Construed socially: examination of the home environments of the adolescent characters along with pros and cons of government intervention in same. <b>HSE:</b> Online look into homelessness, as well as what constitutes child abuse and what can be done about it when it occurs.  Mysteries and Conspiracies, investigated by the students and converted into Photo Story 3 presentations. <b>Guiding qu:</b> What are the characteristics of a convincing mystery? <b>ATL:</b> Class presentations, library and online research, paper writing. <b>HF:</b> The technology—how it can both illuminate and mislead us.	The play version of <i>The Diary of Anne Frank</i> . <b>Guiding qu:</b> How do people deal with adversity? <b>ATL:</b> Reading for plot, character development, and theme; letters to characters; discussion of different versions of the diary; Otto Frank's pre- and post-war family-related activities; in-class skit writing about overcoming stereotyping. <b>ENV:</b> Construed socially: examination of confinement's and hunger's effects on diverse personalities. <b>HF:</b> Brief discussion of concentration camps and the Holocaust. <b>HSE:</b> The mental health resource that diary writing can represent.	<i>Animal Farm</i> by George Orwell: reading the novel and linking to leaders studied elsewhere who may have totalitarian leanings. <b>Guiding qu:</b> What are the characteristics of totalitarianism? <b>ATL:</b> Reading for theme and plot; understanding the fable genre; topic-specific vocabulary quizzes; sensitivity to irony and symbolism; investigating the author's life. <b>ENV:</b> Becoming sensitive to the techniques by which a social space can be manipulated and progressively sequestered from its surrounding context. <b>HF:</b> Technologies of today with potential for creating new <i>Animal Farm</i> societies. <b>HSE:</b> How the ability to think critically can be protected; ways to project one's thinking to one's society.	Poetry unit <b>Guiding qu:</b> How does poetry reflect your individuality? <b>ATL:</b> Understanding how poetry works as a form of communication. <b>HF:</b> How does man create poetry? What is the impact of poetry on individuals and society? What rules do poets use/ignore when creating poems?  Media unit <b>Guiding qu:</b> What writing traits can breathe life and energy into my writing? <b>ATL:</b> Analyzing media texts. <b>HF:</b> Designing own media materials.
Spanish	Narrativa: El comportamiento humano en la sociedad del Siglo XX: "Sinfonía Concluída" de Augusto Monterroso. La ironía y la crítica social a través de la literatura. <b>Guiding qu:</b> Qué aspectos de la sociedad latinoamericana trabaja Monterroso en sus cuentos a través de la ironía? <b>ATL:</b> Investigar ciertos rituales de las culturas precolombinas y su geografía. <b>ENV:</b> Contraste de culturas. Conquista y dominación entre naciones. <b>HSE:</b> La ironía y la parodia como una crítica de los valores éticos y sociales.	Novela: El Instinto de sobrevivencia en el ser humano: La Dictadura como medio de represión de los pueblos: "El relato de un naufragó" de García Márquez; Novela: El ingenio adolescente a través del aprendizaje de la vida, "El Lazarrillo de Tormes" <b>Guiding qu:</b> Cómo se percibe la aventura de la vida y el viaje a través de los protagonistas de la novela? <b>CS:</b> Preparar afiches que visualicen las obras leídas. <b>ENV:</b> Visión y contraste de los paisajes de España y del Caribe. <b>HF:</b> Diseñar carátulas para las obras. <b>HSE:</b> Lucha por la sobrevivencia, la orfandad, la servidumbre y los conflictos de las dictaduras.	Poesía: La tiranía de la dictadura de Juan Vicente Gómez y su impacto social en los jóvenes de la época. Andrés Eloy Blanco: El poeta y su compromiso de lucha social. <b>Guiding qu:</b> Cómo un poeta se enfrenta y denuncia la dictadura de una época a través de su creación poética? <b>ATL:</b> Investigar la dictadura de Juan Vicente Gomez. <b>CS:</b> Recitación de los poemas del autor en la comunidad. <b>ENV:</b> El impacto de la dictadura en la vida del poeta. <b>HF:</b> Producir poemas según el estilo del autor.	Teatro: la monotonía de la vida y el ocio en los pueblos latinoamericanos de comienzos del siglo XX. "Chúo Gil" de Arturo Uslar Pietri. Como las murmuraciones y los chismes pueden afectar la vida de los otros. <b>Guiding qu:</b> Cómo percibimos el desarrollo socio-cultural a través del teatro de Uslar Pietri? <b>ENV:</b> Tradiciones, supersticiones de los pueblos venezolanos. <b>HF:</b> Adaptación de algunas escenas teatrales. <b>HSE:</b> Consecuencias sociales de las murmuraciones, chismes y calumnias.
Visual Art			Drawing: 2- dimensional design. Blind contour drawing, Self portrait, Drawing with colored pencils, mixed media still life, Observational drawing. One point perspective. Pop Art. Graffiti using their name.	Painting, Color theory: Explore color relationships as they apply to painting. Learn basic methods of painting in a variety of media. Study color wheel 1 <sup>st</sup> <b>Guiding Question:</b> How can I keep a

			<p><b>Guiding Question:</b> How do I see? How do I draw?</p> <p><b>HF:</b> Students will design a graffiti using their name and images that reflect who they are, where they come from, how they think.</p>	<p>person's eye focused on my work? Who to bring the best out of colors?</p> <p><b>ENV:</b> Landscaping a garden. Painting plant or other elements from nature.</p>
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<p>Drama</p>	<p>What is drama - who creates and why? Self awareness through physical and mental (concentration) exercises. Extend the techniques of mime, tableau, and improvisation to storytelling. Drama to Theatre – use of text – Short scripts to begin creating Theatre from text. Introduction of basic lighting and sound. Understanding stage direction. Preparation of culminating activity in a performance, design, or technical project. Further exploration of evaluation and reflection through the Developmental Workbook.</p>	<p><b>ATL:</b> Discovery of methods of obtaining information and communicating information in a variety of modalities. <b>CS:</b> Development of group skills. Understanding the unique abilities and challenges of those around us. <b>ENV:</b> All reflections, group notes, creative elements recorded on recycled/reused paper. Discussion of ways of presenting important information about important issues such as Environment through theatre. <b>HF:</b> Everything we do is a result of our ability to create and our ability to understand the effects of our creation – pure enjoyment to education. <b>HSE:</b> Understanding the limits and extensions of our physical selves. Investigation and practice of concentration, balance, endurance, etc.</p>		
<p>Spanish as a second language</p>	<p>E l Mundo: UN viaje en tren . En el Restaurante , Telecomunicaciones De tiendas</p> <p><b>Guiding Q.:</b> How did men´s inventions affect the World?</p> <p><b>HF:</b> The student will create an imaginary telecommunication device using instruction in the target language. <b>CS:</b> They will research about telecommunications <b>HSE:</b> They will visit a shopping mall and they will talk about different prices in clothes <b>ENV:</b> They will find out how the cell phone has affected our surroundings. <b>ATL:</b> They will learn new vocabulary about buying in a shop and how to buy tickets to travel.</p>	<p>El mundo Hispanoparlante. Los pasatiempos. En el hotel El vuelo .Emergencias medicas</p> <p><b>Guiding Qu:</b> What do you do in your leisure time?</p> <p><b>ATL:</b> They will learn about vocabulary related to the Doctor´s office. <b>HF:</b> They will do a presentation about famous hotels around the world. <b>HSE:</b> They will talk about tropical diseases. <b>CS:</b> They will prepare games with Spanish vocabulary to be use in community service activities with children. <b>ENV:</b> They will learn about</p>	<p>Latinoamérica: ECiudad y campo La cocina Hispana, Fiestas ,Profesiones y oficios.</p> <p><b>Guiding qu:</b> What are the main celebration and holidays in Spanish Speaking countries? <b>ATL:</b> They will talk and learn about pastimes in Spanish Speaking countries. <b>HF:</b> They will design a menu. <b>CS:</b> They will invite some elementary kids to share a meal already prepared by them and they will use new vocabulary. <b>HSE :</b> They will describe and talk about parties and weddings. <b>ENV:</b> They will talk about the difference between living in the city or in the country. Compare their life with a farmer.</p>	<p>Un viaje en Avión . Repaso de Unidades. El Coche y la Carretera. Los Servicios Públicos</p> <p><b>Guiding qu:</b> What is the importance of the means of transportations? <b>ATL:</b> The students will talk about means of transportation in Latin American Countries. <b>CS:</b> They will learn about public services. <b>ENV:</b> They will discuss about the impact of a car in our environment. Pollution. <b>HF:</b> They will make a poster about Air pollution. <b>HSE:</b> They will talk the effect of the Ozone layer on human Beings.</p>
<p>P.E.</p>	<p>Volleyball, Gymnastics <b>Guiding qu:</b> To what extent is non-verbal communication a part of sport? <b>ATL:</b> Use of technology while researching for different projects related to fitness and sports. Learn by doing and by modeling. Practical and written tests. Use of charts, bulletin boards, videos to teach different aspects of PE Working in groups and helping others learn.</p>	<p>Hockey, Short Tennis <b>Guiding qu:</b> To what extent is non-verbal communication a part of sport? <b>CS:</b> By learning how to lead a healthy life style, we are providing the community with healthy and productive individuals. Learning safety procedures and basic first aid skills. <b>ENV:</b> Learning proper care and use of facilities and equipment. Safe use of the equipment and facilities so as not to damage them and obtain the best advantage.</p>	<p>Basketball, Dance <b>Guiding qu:</b> “What qualities make a good leader?” <b>HF:</b> Changes undergone in the Physical Education Subject through different times and how it is conceived nowadays. How sports have changed in rules, concept, etc. through the years. Including the changes in equipment to enhance athlete performance. Positive and negative changes in the sports and physical education history.</p>	<p>Soccer, Track &amp; Field, Softball <b>Guiding qu:</b> “How does the media influence our understanding of sports?” <b>HSE:</b> Our students learn healthy habits including hygiene and fitness activities to maintain their bodies in good shape. Also, the learning of drug enhanced performances is studied together with its pros and cons. Our cooperative, competitive, recreational activities help in the development of healthy social habits like teamwork, cooperation, competition, sportsmanship, and respect for others.</p>



Wellness		<p>Cognitive and Emotional Development:</p> <ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self image</li> <li>- Adolescence</li> </ul> <p>Physical and Sexual Development:</p> <ul style="list-style-type: none"> <li>- The reproductive system</li> <li>- Sexual Intercourse (moral issues).</li> </ul> <p>Social Development:</p> <ul style="list-style-type: none"> <li>- Psychoactive substances</li> <li>- Aggression</li> <li>- Key Values: Tolerance and assertiveness</li> </ul> <p><b>Guiding Qu:</b> How can I make myself understood?</p>		
Technology		<p><b>First Unit of Work:</b> If I were a Superhero/heroine.          Creating a blog: Students will create a blog and use it as the primary means of documenting their work in the MYP Design Cycle.          Digital Photography: Taking and Editing Digital Photographs of themselves as Superheroes/heroines.  <b>Guiding qu:</b> If you were a Superhero/heroine what would your superpowers be? What real life problems would you help solve? Why?  <b>ATL:</b> They need to identify and acknowledge a range of appropriate sources of information, and follow a series of steps in order to create a final product/solution.  <b>HF:</b> How can specific technological tools (blogs and digital photography) help us solve real life problems?  <b>HSE:</b> They will use their creativity and imagine themselves as superheroes that can really help make the world a better place. This is great for building self esteem and for expressing their individualities.  <b>ENV:</b> Importance of identifying problems around us and acting upon them..</p>	<p><b>Best Part of Me:</b> Students will create a photograph that shows their "best part." The will also write a text that supports it.  <b>Guiding qu:</b> What makes us different from other people?  <b>HSE:</b> Students will investigate and explore themselves to try to understand how they see themselves in the world.</p>	
Music	<p>Pitch, scale, key signature, scale degree, transposition          Antiphony, opposing forces, stereo, surround sound, conflict and contrast in music, Gabrieli Venice 1600, music in the Catholic Church, Renaissance  <b>Guiding qu:</b> What are some other</p>	<p>Tone quality, posture, embouchure, airstream, characteristic sound, quality of sound, long tone          Harmony, chorale, Bach, Germany 1720s, music of the Protestant Reformation, Baroque  <b>Guiding qu:</b> How can body posture effect the performance of a wind and</p>	<p>Composition, genre, art vs. popular music, Sea songs/chanteys, monophony, New World 1492 and 1811  <b>Guiding qu:</b> What are some basic elements of music composition and how can these be apply to create music?  <b>ATL:</b> Research on styles and composers, listening and analysis of works,</p>	<p>Programmatic music, tone poem, character sketch, extra musical references, sound painting          Music and art: Romanticism, impressionism, expressionism          Music videos, improvisation  <b>Guiding qu:</b> What is programmatic music and how has this style influence modern music?  <b>ATL:</b> The student will do research in programmatic</p>

	<p>concepts and techniques that the student needs to refine in order to perform a wind and percussion instrument at a higher level?</p> <p><b>ATL:</b> Discussion on elements of music practicing using examples from the text and excerpts from repertoire.</p> <p><b>CS:</b> Preparing short recitals of chamber groups to be perform in school.</p> <p><b>ENV:</b> preparing programs to be perform and raise funds for environmental cause.</p> <p><b>HF:</b> Study the music of other cultures and learn about their costumes.</p>	<p>percussion instruments?</p> <p><b>ATL:</b> Working on concepts of proper posture discussion on posture in relation to playing musical instruments.</p> <p><b>CS:</b> Concert preparation in the community.</p> <p><b>ENV:</b> Presentations to promote environmental activities.</p> <p><b>HF:</b> Learning and performing music of our culture and others.</p> <p><b>HSE:</b> Understanding concept of proper body posture and a healthy body.</p>	<p>understanding of basic concepts of composition.</p> <p><b>CS:</b> Composing and performing music for school event.</p> <p><b>ENV:</b> Compose and perform music for environmental activity.</p> <p><b>HF:</b> Creating music for a specific event</p> <p><b>HSE:</b> Working together to produce a concert.</p>	<p>music learn about important composers creators of this style and make the connection between visual arts, drama and music.</p> <p><b>CS:</b> The students will prepare a recital performing programmatic music.</p> <p><b>ENV:</b> The students can compose or use music to accompany a short play dealing with environmental theme, or just perform for members of our community.</p> <p><b>HF:</b> Students can use programmatic music to convey and ideas or communicate a message</p> <p><b>HSE:</b> working together developing team work.</p>
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**8<sup>th</sup> Grade** work in progress in yellow

	Quarter I	Quarter II	Quarter III	Quarter IV
Science	<p><u>Properties of Matter 1:</u></p> <ul style="list-style-type: none"> <li>States of Matter</li> <li>Changes of State</li> <li>Elements</li> <li>Atoms and Atomic Structure</li> <li>The Periodic Table</li> <li>Compounds &amp; Mixtures</li> <li>Separating techniques, filtering, settling, and chromatography.</li> </ul> <p>Guiding qu: Why understand our world? What will I learn in Chemistry? What makes up our world?                      ATL: Knowledge-acquisition skills. Planning and writing laboratory reports. Collaboration - working within a team. Safety in the Lab.                      HF: Evolution of periodic table                      HSE: Essential elements for life in human diet</p>	<p><u>Properties of Matter 2:</u></p> <ul style="list-style-type: none"> <li>Bonding - Ionic and Covalent</li> <li>Compounds in Society</li> <li>Solutions</li> <li>Acids &amp; Bases</li> </ul> <p>Guiding qu: Why understand our world?                      ATL: Knowledge-acquisition skills. Safety in the Lab.                      ENV: The use of chemicals in everyday life.                      HSE: The use of chemicals in everyday life.</p>	<p><u>Forces and Motion 1 :</u></p> <ul style="list-style-type: none"> <li>Distance and Time</li> <li>Speed and velocity.</li> <li>Acceleration</li> <li>Graphing motion</li> <li>Forces</li> <li>Newton's Law's of motion</li> <li>Friction</li> </ul> <p>Guiding qu: Why understand our world? What will I learn in Physics? Why do you need to communicate research? How do we describe motion? What do forces do?                      ATL: Knowledge-acquisition skills. Planning and writing laboratory reports. Graphing skills.                      HSE: Breaking distances for cars</p>	<p><u>Forces and Motion 2:</u></p> <ul style="list-style-type: none"> <li>Energy</li> <li>Renewable Energy Sources and power generation</li> <li>Electricity</li> <li>Circuits</li> <li>Electromagnetism</li> <li>Magnetism</li> </ul> <p>Guiding qu: Why understand our world? How do our electrical appliances work? How do we get our energy?                      ATL: Knowledge-acquisition skills.                      CS: Impact on society                      ENV: What resources do we need?                      HF: Evolution of electricity and power production.                      HSE: Electrical safety.</p>
Humanities	<p><b>FROM EXPLORATION TO EMANCIPATION</b></p> <p>This unit of work links to Exploration unit of work covered in grade 7 – students have developed concepts relating to world explorers and the influencing factors of how exploration was possible – They will now develop concepts of consequence – this picture will be developed over time using real life examples and a large range of historical/analytical skills. Some students will begin to develop higher order thinking skills that will be easily transferable throughout grade 8 units.</p> <p>General Topic Overview:</p> <p>settlement, political structures, social systems, mercantilism and the colonial economy, trade, slavery and treatment of indigenous populations, pre black civil rights theory and reality</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Mapping what benefits does it give us as Humanities students?</p> <p><b>CS:</b> How has Mapping shaped the world we live in? ( focus on both the local and global community )</p>	<p><b>The Age of Enlightenment and the Consequences it brings.</b></p> <p>This unit of work continues from Unit one – From Exploration to Emancipation. It focuses on Transforming political ideas and in which ways this leads to change. Focus on historical case studies (see below). To allow for a greater depth of historical understanding of cause, effects and consequence. Delivered in the correct sequential order. To allow for a greater depth of historical understanding of cause, effects and consequence.</p> <p>General Topic overview:</p> <p>Focus on historical case studies - The American Civil War, The War of Independence (South America,) The black Civil Rights Movement.</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Why does suffering lead to renaissance thinking?</p> <p><b>CS:</b> How were the black communities of the Americas and Africa effected by political changes over time?</p> <p><b>ENV:</b> How does the environment help and impede warfare?</p>	<p><b>JMUN</b></p> <p>This unit of work is the final year of a three year programme at CIC. Students at this stage unless new to the school have developed their JMUN skills and understanding and should be demonstrating higher order thinking skills and work production rates. Each year the issues change and so in hand so will the Guiding Questions.</p> <p>General Topic Overview:</p> <p>Students are asked to investigate issues within a selected committee. These are done from a national and global viewpoint. Students are given a country in which they will represent and debate for. Students are expected to create 2 resolutions an opening speech and 8 weeks of investigation, analysis and folder organization.</p> <p><b>Guiding questions:</b></p> <p>TO BE FILLED WHEN ISSUES ARE DECIDED ON</p> <p><b>ATL:</b>  <b>CS:</b>  <b>ENV:</b>  <b>HF:</b>  <b>HSE:</b></p>	<p><b>Glacial, River and Coastal landforms, processes and their environments.</b></p> <p>This unit of work is the only core Geography unit in Year 8 – although students may have supporting knowledge gained from JMUN issues and year 1 and 2 of the MYP. They will be expected to use a large range of humanities and Geographical skills. These will be delivered through geographical theory and the use of case studies.</p> <p>General Topic Overview:</p> <p>All three Marine ecosystems studies in this unit are unique but interrelate and impact each other, their surrounding environments and Human activities. Formation, change and future contemporary issues will be looked at in depth.</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> What Geographical skills are needed for us to understand the relationship between the Human and Physical environments?</p> <p><b>CS:</b> Why is water and its landforms critical for Human survival and development? (from Homo sapien sapiens to modern man)</p> <p><b>ENV:</b> In what ways does water create,</p>

	<p><b>ENV:</b> How did Colonialism and Exploration shape and change the environment we see and use today?</p> <p><b>HF:</b> What did man need to learn from animals in order to travel the globe?</p> <p><b>HSE:</b> Why does disease spread?</p>	<p><b>HF:</b> Why is studying changing ideologies a perfect way to study the Area of Interaction Homo Faber?</p> <p><b>HSE:</b> Countries that experience changing ideologies often reduce their natural population. Why?</p>		<p>destroy and change the natural environment?</p> <p><b>HF:</b> How can humans change coast lines, rivers and Glaciers?</p> <p><b>HSE:</b> Is water always needed?</p>
Math	<p>Statistics and Probability Real Numbers <b>Guiding qu:</b> <b>CS:</b> How can understanding statistics and probability help guide our decisions for the future?</p> <hr/> <p><b>MYP assessment:</b> Marketing CIC project, including sharing results with school admin.</p>	<p>Solving linear Equations Graphing linear functions <b>Guiding qu:</b> <b>HSE:</b> How can linear functions and their graphs help us interpret events that occur in the world around us?</p> <hr/> <p><b>MYP assessment:</b> Rising costs of medicines vs population growth over the last few years</p>	<p>Analyzing linear functions Solving Inequalities Solving systems of equations <b>Guiding qu:</b> <b>HF: How is algebra used in sports?</b></p> <hr/> <p><b>MYP assessment:</b> The Spirit of the Games, project using data from the Olympics.</p>	<p>Polynomials Factoring <b>Guiding qu:</b> <b>ENV:</b> How can polynomial functions help us understand the space around us?</p> <hr/> <p><b>MYP assessment:</b> Out of This World, an investigation on why Pluto may no longer be considered a planet.</p>
English	<p>Literature: <i>Souder</i>—family life, relationships, the black experience, the Depression, sharecropping/Grammar—the sentence/Vocabulary—word skills/Writing—paragraph structure. <b>Guiding qu:</b> In what way is learning to read a liberating experience? <b>ATL:</b> The value of reading. <b>HF:</b> The misuse of authority. <b>HSE:</b> Human dignity.</p>	<p>Literature: <i>The Pearl</i>—social injustice, clash of cultures, illusion-reality, masculinity-femininity: <i>A Christmas Carol</i>—human greed, human identity, resurrection/Grammar—parts of speech/Vocabulary—words skills/Writing—essay prep, essay writing. <b>Guiding qu:</b> What constitutes a just human society? <b>ATL:</b> Living in the natural world/Living in the world of civilization. <b>CS:</b> The perversion of authority. <b>ENV:</b> The natural world. <b>HSE:</b> The just society.</p>	<p>Literature: <i>To Kill a Mockingbird</i>—social injustice, racism, prejudice, liberalism, rite of passage, masculinity-femininity/Grammar—phrases and clauses/Vocabulary—word skills/Writing—the essay. <b>Guiding qu:</b> What is the more valuable way of learning: school or experience? <b>ATL:</b> Learning from experience. <b>CS:</b> Service to the disadvantaged. <b>HF:</b> The law and justice. <b>HSE:</b> Human community/Human maturity.</p>	<p>Literature: <i>The Miracle Worker</i>—resurrection, mental illness, human identity, family relationships, class structure: Poetry—dramatic, narrative, lyric poems, poetic language/Grammar—complements, sentence structures/Vocabulary—word skills/Writing—newspaper articles, poems, diaries, and journals. <b>Guiding qu:</b> What does it mean to be a whole human being? <b>ATL:</b> Obedience and submission as the gates to learning. <b>CS:</b> Humanity and charity. <b>HSE:</b> Human wholeness.</p>
Spanish	<p>Narrativa: Los Cuentos de Rulfo; la desposesión territorial, la carencia educativa, la superstición y el mito, la desintegración familiar y la ausencia de la figura paterna. <b>Guiding qu:</b> Cómo logra Rulfo representar la minoría rural de la época de la Rev. Mex. en sus cuentos. <b>ATL:</b> Organizar y presentar exposiciones sobre los cuentos leídos. <b>ENV:</b> Impacto de la Revolución Mexicana en el comportamiento de los personajes, <b>HF:</b> Crear poesías basándose en la temática de los cuentos. <b>HSE:</b> Los conflictos familiares, la inmoralidad, la violencia en los personajes.</p>	<p>Novela: La civilización y la barbarie, Campo vs. Ciudad. La Venezuela de comienzos del siglo XX. “Doña Bárbara” de Rómulo Gallegos. Novela: La identidad sexual del adolescente y el exhibicionismo. La castración física y social de un adolescente. “Los Cachorros” de Vargas Llosa <b>Guiding qu:</b> A través de que aspectos se diferencian la novela tradicional y la contemporánea? <b>ATL:</b> Percibir las intenciones del concepto de Nación en la novela. <b>CS:</b> Investigar las faenas, costumbres, supersticiones, leyendas, cantos de arreos, coplas que conforman la tradición llanera y proyectarlas a la comunidad educativa. <b>ENV:</b> Apreciar las descripciones de la novela regionalista como un personaje más. <b>HSE:</b> Civilización Vs Barbarie, la idea del progreso y de justicia como bases del desarrollo de una nación.</p>	<p>Poesía: Los intelectuales de finales del siglo XIX frente al materialismo de la clase burguesa. El Modernismo de Rubén Darío. La poesía de vanguardia a través de la producción nerudiana. <b>Guiding qu:</b> Cómo diferenciamos las características de la poesía modernista frente al nerudismo como representación de la poesía de vanguardia? <b>ATL:</b> Reescribir textos poéticos. Desarrollar exposiciones orales de los autores. <b>ENV:</b> El cosmopolitismo y la idea del viaje. <b>HF:</b> Diferenciar los elementos subjetivos de los objetivos en la poesía modernista. Identificar figuras literarias. <b>HSE:</b> El Yo poético presente en los poemas. El tedio vital, la idea del Dandy, el pesimismo. El aislamiento a la torre de marfil.</p>	<p>Teatro: Yerma de García Lorca. El tragicismo y el desamor en la mujer de la sociedad rural española. Mezcla de géneros (lírico-dramático). La tradición familiar, los valores morales y las técnicas del teatro en “Los Arboles Mueren de Pie” de Alejandro Casona. <b>Guiding qu:</b> Cómo están representados los conflictos de la España del siglo XX en su teatro? <b>ATL:</b> Investigar los símbolos lorquianos. <b>CS:</b> Puesta en escena de algunos fragmentos de las obras. <b>ENV:</b> El impacto cultural de Andalucía en el teatro español. <b>HF:</b> Analizar aspectos de la sociedad española a través de los personajes. <b>HSE:</b> Diferenciar los roles masculinos y femeninos, el machismo, el simbolismo de la fertilidad y la infertilidad. La traición en Casona, la mentira piadosa (ficción, farsa para generar una realidad imaginaria)</p>

<p>Drama</p>	<p>What is drama - who creates and why? Self awareness through physical and mental (concentration) exercises. Extend the techniques of mime, tableau, and improvisation to storytelling. Drama to Theatre – use of text – Short scripts to begin creating Theatre from text. Introduction of basic lighting and sound. Understanding stage direction. Preparation of culminating activity in a performance, design, or technical project. Further exploration of evaluation and reflection through the Developmental Workbook.</p>	<p><b>ATL:</b> Discovery of methods of obtaining information and communicating information in a variety of modalities. <b>CS:</b> Development of group skills. Understanding the unique abilities and challenges of those around us. <b>ENV:</b> All reflections, group notes, creative elements recorded on recycled/reused paper. Discussion of ways of presenting important information about important issues such as Environment through theatre. <b>HF:</b> Everything we do is a result of our ability to create and our ability to understand the effects of our creation – pure enjoyment to education. <b>HSE:</b> Understanding the limits and extensions of our physical selves. Investigation and practice of concentration, balance, endurance, etc.</p>		
<p>Music</p>	<p>Pitch, scale, key signature, scale degree, transposition Antiphony, opposing forces, stereo, surround sound, conflict and contrast in music, Gabrieli Venice 1600, music in the Catholic Church, Renaissance. <b>Guiding qu:</b> What are the elements of a musical style? <b>ATL:</b> Analysis and exploration of element that can contribute to create a musical style. <b>CS:</b> Working together to understand the elements of style. <b>ENV:</b> Preparing activities performing music of various styles to promote environmental activities or enhance our school environment. <b>HF:</b> Creating though the different styles of music, using these styles as means to communicate (song form, recitative). <b>HSE:</b> Promoting performances to educate our community and make them more sensible to the different styles of music creating a sense of musical static.</p>	<p>Tone quality, posture, embouchure, airstream, characteristic sound, quality of sound, long tone Harmony, chorale, Bach, Germany 1720s, music of the Protestant Reformation, Baroque. <b>Guiding qu:</b> What are the elements of the Baroque style? <b>ATL:</b> Listening, analysis and performance of works of the Baroque period. <b>CS:</b> Working together to understand and apply techniques to perform music of the baroque style. <b>ENV:</b> Promoting concert complementing environmental activities. <b>HF:</b> Creating and expressing though Baroque music. <b>HSE:</b> Learning about the esthetics of the Baroque and how that influence modern static.</p>	<p>Composition, genre, art vs. popular music, Sea songs/chanteys, monophony, New World 1492 and 1811. <b>Guiding qu:</b> What are some elements of the early popular music? <b>ATL:</b> Analysis and performance of early popular music(song, minstrels troubadours) <b>CS:</b> Understanding of basic concepts of popular song form and how can these be use to help in our community. <b>ENV:</b> Creation of songs to promote an environmental theme or activity. <b>HF:</b> Creating songs to communicate. <b>HSE:</b> Creating and performing music accessible to all public.</p>	<p>Composition Improvisation music of the 20<sup>th</sup> century Jazz <b>Guiding qu:</b> What are the elements of Jazz and 20<sup>th</sup> century music? <b>ATL:</b> Analysis and performance of Jazz and 20<sup>th</sup> century music. <b>CS:</b> promoting and preparing concert of Jazz and 20<sup>th</sup> century music to educate our community. <b>ENV:</b> Concert performance to complement or promote environmental activities <b>HF:</b> Creating music on these styles to communicate. <b>HSE:</b> Performing concert for recreational purpose in our community</p>
<p>Visual Art</p>			<p>Drawing: 2- dimensional design. Blind contour drawing, Self portrait, Drawing with colored pencils, mixed media still life, Observational drawing. One point perspective. Pop Art. Graffiti using their name. <b>Guiding Question:</b> How do I see? How do I draw? <b>HF:</b> Students will design a graffiti using their name and images that reflect who they are, where they come from, how they think. <b>ENV:</b> Landscaping a garden.</p>	<p>Printmaking, Color theory: Explore color relationships as they apply to painting. Learn basic methods of painting in a variety of media. Study color wheel 2<sup>nd</sup> <b>Guiding Question:</b> How does making images in multiples differ from those that exist as one kind? How can we use that quality for cultural or environment awareness? <b>HF:</b> Students will create designs or motifs that express personal interests.</p>

Spanish as a second language	<p>Lugares de Interes Turísticos: Los Viajes Las rutinas Los Pasatiempos.</p> <p><b>Guiding qu:</b> Why is it relevant to learn about touristic places in Latin-American countries?  <b>ATL:</b> They will read about habits of people in the Hispanic World.  <b>CS:</b> Read about Mexico City, Train and public service to low income people.  <b>HF:</b> Prepare a chart comparing your routine with other people or adolescents.  <b>ENV:</b> Talk and read about the weather  <b>HSE:</b> Learn about other cultures traditions or activities during their free time.</p>	<p>Pasajes, Sucesos y Acontecimientos</p> <p><b>Guiding qu:</b> Is it significant to learn about Hispanic Countries History?  <b>ATL:</b> Read about the involvement of Spain in the History of the United States and other Latin American countries.  <b>CS:</b> Contrast different stages of life from childhood to old age from people within your community.  <b>HSE:</b> Read about different life events in newspaper articles such as weddings, obituaries and social life.  <b>ENV:</b> Read about where and when Historical battles from different countries took place.  <b>HF:</b> Make a presentation about a romance Abenamar and analyze its content.</p>	<p>Los Valores, , La Salud y El Bienestar</p> <p><b>Guiding qu:</b> What are the most important family values we can learn throughout our lives?  <b>HSE:</b> Read and discuss the short story, "Mi padre" by Manuel Toro.  <b>CS:</b> Prepare a presentation to Elementary Children about Good habits and manners.  <b>ENV:</b> Read about El Ruido school to talk about noise pollution.  <b>HF:</b> Write and act out a play based on the reading " Un dia de Estos" de Gabriel Garcia Marquez.  <b>ATL:</b> Learn about some Health-related statistics from Latin American countries</p>	<p>Raices . Chapter reviews</p> <p><b>Guiding qu:</b> Why do we have to know about our roots?  <b>ATL:</b> learn about Mayan Civilization.  <b>CS:</b> Read about Rioberta Menchu a literary work.  <b>HF:</b> Prepare a poster about different Indian civilization  <b>ENV:</b> Talk about Jewish immigration to the Caribbean island during the 17<sup>th</sup> and! 18<sup>th</sup> centuries.  <b>HSE:</b> Talk about different social events within different races and cultures. Talk about your family roots.</p>
Physical Education	<p>Volleyball, Flag Football</p> <p><b>Guiding qu:</b> Active Lifestyle- "what role does sport play in society"  <b>ATL:</b> Use of technology while researching for different projects related to fitness and sports.  Learn by doing and by modeling.  Practical and written tests.  Use of charts, bulletin boards, videos to teach different aspects of PE  Working in groups and helping others learn.</p>	<p>Cultural Games, Fitness Training</p> <p><b>Guiding qu:</b> Active Lifestyle- "does gender have an effect on participation"  <b>CS:</b> By learning how to lead a healthy life style, we are providing the community with healthy and productive individuals. Learning safety procedures and basic first aid skills.  <b>ENV:</b> Learning proper care and use of facilities and equipment.  Safe use of the equipment and facilities so as not to damage them and obtain the best advantage.</p>	<p>Soccer, Basketball</p> <p><b>Guiding qu:</b> Active Lifestyle- "what is the difference between fitness and health"  <b>HF:</b> Changes undergone in the Physical Education Subject through different times and how it is conceived nowadays.  How sports have changed in rules, concept, etc. through the years. Including the changes in equipment to enhance athlete performance.  Positive and negative changes in the sports and physical education history.</p>	<p>Gymnastics, Track &amp; Field, Softball.</p> <p><b>Guiding qu:</b> Active Lifestyle- "what can I do to lead an active and healthy lifestyle"  <b>HSE:</b> Our students learn healthy habits including hygiene and fitness activities to maintain their bodies in good shape. Also, the learning of drug enhanced performances is studied together with its pros and cons.  Our cooperative, competitive, recreational activities help in the development of healthy social habits like teamwork, cooperation, competition, sportsmanship, and respect for others.</p>
Technology		<p>MYP Technology: Design Cycle  <u>Spreadsheets:</u> Average, Graphics, fill down, up, right and left. Simple formulas. The format in Excel.  <b>Guiding qu:</b> How can you make an Electronic Grade book with Excel?  <b>ATL:</b> Students learn the basic tools in Excel. Students analyze How Power Grade works and compare it with excel.  <b>HF:</b> Students create their own Grade book.</p>	<p><u>Technology design:</u> Designing and creating educational board games.  Guiding qu: How Board games help people to learn?  ATL: Students need to investigate about the topic of the Board Game in order to design it and create it.  CS: Students will donate Board games to the School Library.  HS: Students create Educational Board Games.  <u>Robotics:</u> building simple robots and introduction to programming.  <b>Guiding qu:</b> How simple robots work?  <b>ATL:</b> Students will explore the LEGO materials and the Robolab program to get more information about Robots.  <b>HF:</b> Students build and program a robot.</p>	
Wellness			<p>Cognitive and Emotional Development:</p> <ul style="list-style-type: none"> <li>- Personality</li> <li>- Mental health</li> <li>- Stress</li> <li>- Life cycle</li> </ul> <p>Physical and Sexual Development:</p>	

			<ul style="list-style-type: none"><li>- Sexual Transmitted diseases</li><li>- Birth Control</li><li>- Physical Development</li></ul> <p>Social Development:</p> <ul style="list-style-type: none"><li>- Addiction</li><li>- Refusal Techniques</li><li>- Key Values: Responsibilities</li></ul> <p><b>Guiding Qu:</b> How can I protect myself and others?</p>	
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**9<sup>th</sup> Grade** work in progress in yellow

	<b>Quarter I</b>	<b>Quarter II</b>	<b>Quarter III</b>	<b>Quarter IV</b>
Biology	<p><b><u>Ecology &amp; Conservation:</u></b></p> <ul style="list-style-type: none"> <li>Species, Populations, Communities, and Ecosystems</li> <li>Evolution &amp; Natural selection</li> <li>Trophic levels and energy transfer</li> </ul> <p><b>Guiding qu:</b> How are food chains and trophic levels related? Discuss various interactions of life.</p> <p><b>ATL:</b> Compare ecological and energy pyramids. How is natural selection in a species, population and a community observed?</p> <p><b>ENV:</b> Choose a region and describe how a bird, insect or animal depends upon each other.</p> <p><b>HF:</b> How has man affected that environment?</p> <p><b>HSE:</b> How can we live in that community symbiotically?</p>	<p><b><u>Cell Biology &amp; Genetics:</u></b></p> <ul style="list-style-type: none"> <li>Cell Theory</li> <li>Prokaryotes and Eukaryotes</li> <li>Structure and function of cells: Organelles</li> <li>Mitosis</li> <li>Cell differentiation and stem cells</li> <li>Molecular genetics</li> <li>Theoretical genetics</li> </ul> <p><b>Guiding qu:</b> How do animal and plant cells work? How do they reproduce?</p> <p><b>ENV:</b> How are bacteria beneficial in commercial products?</p> <p><b>HF:</b> Although it can be beneficial, what are the social responsibilities of manipulating living organisms?</p> <p><b>HSE:</b> How is a person's/ society's health related to the sanitary facilities?</p>	<p><b><u>Epidemiology &amp; Public Health:</u></b></p> <ul style="list-style-type: none"> <li>Disease and disease transfer</li> <li>Immune system</li> <li>Pathogens and viral/life cycles</li> <li>Bacteria: Growth and culture</li> <li>Antibiotic resistance</li> <li>Gel electrophoresis</li> <li>Vitamin A</li> <li>HIV</li> </ul> <p><b>Guiding qu:</b> How does your body protect you from foreign substances and disease? Are bacteria harmful or beneficial?</p> <p><b>ATL:</b> Research and create a presentation on was that bacteria can be harmful and beneficial. Grow a culture of the mouth. Create a map of the present and past epidemics in the world.</p> <p><b>ENV:</b> Have we caused some of the variations of disease causing bacteria?</p> <p><b>HSE:</b> Is AIDS an epidemic? What other epidemics have we faced? How have we overcome these periods in history? How can we address the issue of AIDS?</p>	<p><b><u>Anatomy &amp; Physiology:</u></b></p> <ul style="list-style-type: none"> <li>Frog anatomy</li> <li>Pig anatomy</li> <li>Human digestion</li> <li>Human circulation</li> <li>Human respiration</li> <li>Human nervous system</li> </ul> <p><b>Guiding qu:</b> What are the similarities and differences in the different anatomies? How is it suited for the organisms diet? How do the organs work as a unified system?</p> <p><b>ATL:</b> Scientific inquiry skills as we dissect a fetal pig and a frog.</p> <p><b>HSE:</b> Ethical and humane behavior in using animals and cadavers for research.</p>
Humanities	<p><b>Demography. Food Supply. Population, migration and Control Policies.</b></p> <p>This unit of work was developed with the aim of improving the students knowledge already gained from their learning of settlements, man made environments and migration delivered in late Elementary. Students will look at the relationship between population, supply, and demand. This unit of work is primarily Geographical but also links strongly to economic theories and beginner anthropology.</p> <p>General Topic Overview:</p> <p>Students are given concepts, knowledge and theory relating to population, movement, policies and control. Trade, agriculture, food production and limitation, supply, demand, and the governing agencies. Finally students will focus their knowledge and understanding and then put this into a</p>	<p><b>Past Present and Future Environmental issues.</b></p> <p>This unit of work focuses on range of environmental concepts issues, realities, changes, and solutions and then the limitations of these are studied. Economic aspects and considerations are also explored e.g. market failure, externalities, pollution, resource depletion, regulations, and international co-operation e.g. Kyoto Protocol</p> <p>General topic overview:</p> <p>Students should at this stage of the academic year have developed a good range of analytical skills needed to deal with the levels of debate and discussions related to the understanding of our use, adaptations and changes taking effect of our environments. Local studies are based around Venezuelan environment and changes overtime. Regional studies focus around Latin America environment and changes. Global studies are</p>	<p><b>People &amp; Politics Independent Movements and nation-building.</b></p> <p>This unit of work is aimed at delivering social, cultural and political Humanities. This unit of work will be subject to content change as the main body of study is based on current affairs and current and changing political systems. Students will use key humanities skills gained previously and developing their higher order learning skills. Politics will be studies on a local, regional and global scale and will be studies over space and time.</p> <p>General Topic Overview:</p> <p>Student delivery of politics will be done primarily through ideology and beliefs, changes of ideology</p>	<p><b>Beliefs, Norms and Values</b></p> <p>This unit of work focuses on student beliefs and global belief systems, religions and values. It is aimed at exploring the varied and complex nature of belief systems, traditions and values and aims at helping the students to broaden their understanding and knowledge of our modern contemporary world that has been strongly dominated through mans past, present and future relationships with belief systems and practices.</p> <p>General topic overview:</p> <p>Most students have gained some past knowledge and opinions relating to the topic through lower key stages and personal experiences. They will look at the world on varying scales from the "dawn" of religion to present day systems and "buzz" religions. Students</p>

	<p>developmental context.</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Why do we need to make connections between supply and demand?</p> <p><b>CS:</b> Why do so many communities fear Migration and are their communities that embrace migration and population expansion?</p> <p><b>ENV:</b> How did the agricultural revolution impact Population, supply and demand?</p> <p><b>HF:</b> Without migration what would our world look like today?</p> <p><b>HSE:</b> In what ways is supply and demand linked to health and social problems?</p>	<p>focused around international impacts, awareness, theories and solutions.</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Why must we develop our understanding and criticisms of ideas if we are to become stronger students?</p> <p><b>CS:</b> Latin America, does it swing to the left or to the right?</p> <p><b>ENV:</b> Is there only one type of environment?</p> <p><b>HF:</b> Is pollution a man made thing?</p> <p><b>HSE:</b> How can local action lead to global effect?</p>	<p>and impact on current political choices. The impact of ideologies on Reality. (past, present and future – e.g. wars, civil movements, creation of allies, cultural integration)</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> How can our understanding of other Humanities areas help us understand politics?</p> <p><b>CS:</b> How has political ideology been used to unite and divide populations and communities?</p> <p><b>ENV:</b> If I need to understand how and why environmental issues lead to political tension, why must I take a non biased view if I am to fully understand?</p> <p><b>HF:</b> Has ideology changed over space and time?</p> <p><b>HSE:</b> Are socialists and communists healthier than liberalists?</p>	<p>will learn concepts in real life contexts and examples of religious texts, leaders, case studies and role play. They will be given a non-biased overall view which will enable them to make better choices (whether religious or not) This unit of work will also be an introduction to sociology and anthropology which will be re-visited in grade 10.</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> In what ways has religion impacted the way we learn?</p> <p><b>CS:</b> How do “religious” missions and crusades impact community and society?</p> <p><b>ENV:</b> The ways of the Tao and indigenous belief systems why do they teach the importance of our surrounding environment?</p> <p><b>HF:</b> God and man the maker or man the maker and God? How do you see the relationship?</p> <p><b>HSE:</b> How are religious organizations helping to alleviate disease and poverty?</p> <p><b>Fieldtrip:</b> to the places of worship of differing religions in downtown Caracas</p>
Math	<p>Linear functions Matrices</p> <p><b>Guiding qu:</b> How can linear functions and their graphs help us interpret events that occur in the world around us?</p> <p><b>ATL:</b> Using technology for a visual result</p> <p><b>ENV:</b> Predicting trends in the environment – temperature</p>	<p>Quadratics Coordinate geometry</p> <p><b>Guiding qu:</b> In what ways is coordinate geometry used today? In the past? How will be useful in the future?</p> <p><b>ATL:</b> Simulations</p> <p><b>HF:</b> Creating graphs and making predictions</p>	<p>Measurement Logic</p> <p><b>Guiding qu:</b> How can logical skills help us in our every day life?</p> <p><b>ATL:</b> Hands-on work with measurement</p>	<p>Triangles Coordinates in Space</p> <p><b>Guiding qu:</b> How do the alternative spaces in our world affect us? Our knowledge?</p> <p><b>ATL:</b> Computer simulations – reading a book ‘Flatlands’ – about different dimensions</p>
English	<p><b>Never Cry Wolf:</b> Science vs. myth/Primitive Life vs. Civilized Life/Eskimo legend/Irony/ Consciousness.</p> <p><b>Guiding qu:</b> How has humanity’s rise to civilized life impacted on his relatedness to the natural world?</p> <p><b>ATL:</b> Scientific method vis-à-vis primitive forms of knowledge.</p> <p><b>ENV:</b> Human identity and the natural world.</p> <p><b>HF:</b> The scientific method—its problems.</p> <p><b>HSE:</b> The wholeness of human identity and its relation to nature.</p>	<p><b>Of Mice and Men:</b></p> <p><b>Guiding qu:</b> How does a superficial understanding of mental illness distort one’s understanding of the afflicted?</p> <p><b>ATL:</b> The difference between knowing someone from the outside vis-a-vis knowing the inside of a person.</p> <p><b>HSE:</b> The measure of a society and the treatment of its weakest citizens—compassion and charity.</p>	<p><b>Inherit the Wind</b></p> <p><b>Guiding qu:</b> Should freedom of thought and speech be an enshrined right of all human societies?</p> <p><b>ATL:</b> Science and religious belief: Darwinism and creationism.</p> <p><b>HF:</b> The creation of the world: God and man.</p> <p><b>HSE:</b> The constitution of a healthy human society.</p>	<p><b>Lord of the Flies</b></p> <p><b>Guiding qu:</b> What is the relation between human culture and the natural world?</p> <p><b>ATL:</b> Superstition, fear, emotion as inhibitors for knowing truth</p> <p><b>ENV:</b> Culture as a principle of order/culture as a protection from the natural world</p> <p><b>HF:</b> Man the maker/protection from the natural world</p> <p><b>HSE:</b> The health of human civilization and the relation of human culture to the natural world</p>

Visual Art	<p>Printmaking. Positive and negative. Linoleum cut, Styrofoam, mono print. Students will produce a limited number edition of prints on either mass produced or handmade paper.</p> <p><b>Guiding qu:</b> When and why would I use the printing process? How is this process used in the real world? Which artists have used any of the printing processes? <b>HF:</b> Self-portrait , creating designs or motifs that express personal interests.</p>	<p>Painting: Water color, Acrylics, Tempera. Develop painting, critical thought and learn to support their interpretations and opinions when responding to art. Make connections between ideas and visual art works, generate ideas for personal expression.</p> <p><b>Guiding Question:</b> How can color help me create a mood or express an idea? <b>ENV:</b> Students will create pieces using observation, imagination, abstract or representational works based on still life, life, nature, landscape, portrait or distortion.</p>		
Spanish	<p>El cuento contemporáneo: Estudio antológico de cuentos hispanoamericanos para reconocer los elementos estructurales del cuento y el estilo y las intensiones literarias de sus autores.</p> <p><b>Guiding qu:</b> Cómo comprobamos a través del cuento las relaciones entre el hombre y su medio? <b>ATL:</b> Investigar los primeros inventos tecnológicos que llegaron a Latinoamérica y sus influencias. <b>ENV:</b> La conquista de la naturaleza y la naturaleza como un personaje. <b>HF:</b> Creación de minicuentos y adaptaciones dramáticas. <b>HSE:</b> Tradiciones y costumbres culturales a través de los personajes del cuento y sus transgresiones.</p>	<p>La novela histórica en la narrativa actual hispanoamericana: La crónica y la literatura. La tradición histórica y el arte de contar. Conflictos familiares y sociales en la narrativa.</p> <p><b>Guiding qu:</b> Cómo entender una época y una sociedad a través de los elementos de la novela histórica? <b>ATL:</b> Investigar el tiempo histórico y las sociedades donde se formaron los autores de las novelas. <b>ENV:</b> Conocer el ambiente telúrico y sus influencias. <b>HF:</b> Creación y recopilación de un recetario latinoamericano. <b>HSE:</b> Los conflictos psíquicos y emocionales de los pueblos de comienzos del siglo XX.</p>	<p>Poesía: Modernidad en las sociedades hispanoamericanas del siglo XIX a través de la obra de José Asunción Silva. La superación del modernismo a través de dos poetas representativos de la vanguardia en Venezuela: Hanni Ossot y Eugenio Montejo.</p> <p><b>Guiding qu:</b> De qué forma se manifiesta la modernidad del siglo XIX en la poesía modernista y vanguardista hispanoamericana? <b>ENV:</b> La influencia de los inventos científicos y el cosmopolitismo en las sociedades latinoamericanas. <b>HF:</b> Aproximación crítica a la obra de Silva, Ossot y Montejo. <b>HSE:</b> Conflictos emocionales y psicológicos en los poetas hispanoamericanos.</p>	<p>La dramática: Elementos estructurales y análisis de dos obras representativas: "Prohibido Suicidarse en Primavera" de Buero Vallejo.</p> <p><b>Guiding qu:</b> Qué conflictos humanos determinan la importancia del personaje dramático en una obra? O Cómo un dramaturgo representa a través de diferentes elementos los conflictos humanos en sus personajes? <b>CS:</b> Montaje de algunas escenas dramáticas. Visión filantrópica y terapéutica del sanatorio y la escuela para ciegos. <b>ENV:</b> Las profesiones y sus representaciones en la dramática. Proyecciones profesionales en el campo y las instituciones terapéuticas y educativas <b>HSE:</b> Conflictos humanos y estereotipos dramáticos del siglo XX. Valores educativos y vivencias humanas.</p>
Spanish as a second language	<p>Mi Mundo Escolar: Un Amigo o una Amiga. La Escuela, Alumnos y cursos. Las Compras de la <b>Escuela</b> En el Café</p> <p><b>Guiding qu:</b> Why is it important to learn about my new school? <b>ATL:</b> The student will learn new vocabulary related to school, school supplies and subjects. <b>CS:</b> The students will prepare a poster talking about good behavior in the school and school rules. <b>ENV:</b> The Students will prepare a menu talking about Salad and fruits <b>HF:</b> They will prepare a dialogue in a school. <b>HSE:</b> They will talk about social life within a school.</p>	<p>Mi Mundo Familiar: La Familia. Deportes en Equipo. La Salud y el Médico. En la tienda.</p> <p><b>Guiding qu:</b> Why is it relevant to know about family values and customs in Latin American Countries? <b>ATL:</b> The students will prepare a dialogue using the vocabulary related to the Shop. <b>CS:</b> Write down a report about an orphan 's life and compare it with your own family situation <b>ENV:</b> The students will talk about doing outdoor sports. <b>HF:</b> They will prepare a poster about a fashion show <b>HSE:</b> They will talk about the importance of visiting the doctor.</p>	<p>Mi Mundo turístico I Verano y el invierno. Diversiones Culturales Un viaje en Avion . Un viaje en tren</p> <p><b>Guiding qu:</b> Where do you go during vacations? <b>ATL:</b> The students will learn new vocabulary related to weather. <b>CS:</b> The student will prepare a weather report by radio. <b>ENV:</b> They will prepare a poster talking about cleaning the beaches. <b>HF:</b> They will make a model about their favorite place in Venezuela for tourism. <b>HSE:</b> They will talk about security rules whenever they travel.</p>	<p>Mi Mundo Social: Una gira. En el Restaurante.</p> <p><b>Guiding qu:</b> Why is it important to share with others? <b>ATL:</b> They will discuss about social events. <b>CS:</b> They will create a poster about famous people doing community service around the world. <b>HSE:</b> They will talk about healthy food. <b>HF:</b> They will prepare a dialogue in a restaurant playing different roles. <b>ENV:</b> They will talk about recycling in our school canteen.</p>
Drama	Fundamentals of performance –	Character development – analysis of	Applying the theory in practice.	Theatre Production.

	<p>understanding the actor in space – physical, emotional and mental preparation. Subtleties of theatre techniques – voice, mime, tableau and movement to present the images in text. Text and subtext – understanding the difference between what is said and what is meant.. Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>ATL:</b> Discovery of methods of obtaining information and communicating information in a variety of modalities. <b>CS:</b> Development of group skills. Understanding the unique abilities and challenges of those around us.</p>	<p>elements of character, interaction and solo performance. Technical elements of the theatre – stage direction, light, sound, costume and set design. Exploration of text through scripted pieces and introduction of the art of play writing. Theatre as Education. Explore elements of popular theatre and docudrama. Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>ENV:</b> All reflections, group notes, creative elements recorded on recycled/reused paper. Discussion of ways of presenting important information about important issues such as Environment through theatre.</p>	<p>Selection of text, or group creation. Exploration of the entire process from selection, to rehearsal to design and performance. Presentation of a class developed piece of educational theatre at VANAS. Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>HSE:</b> Understanding the limits and extensions of our physical selves. Investigation and practice of concentration, balance, endurance, etc.</p>	<p>Use of class and co curricular activity time to mount a full production. Students will select a personal area of interest to manage in the production. Class trip(s) to professional theatres and professional productions to apply skills in evaluation of art forms and understand the value of appropriate constructive feedback. Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>HF:</b> Everything we do is a result of our ability to create and our ability to understand the effects of our creation – pure enjoyment to education.</p>
Band	<p>Pitch: scale, key signature, scale degree, transposition Antiphony, opposing forces, stereo, surround sound, movie sound effects, architecture, conflict and contrast in music, Gabrieli, Venice 1600, music in the Catholic Church, Renaissance. <b>Guiding qu:</b> What are the basic characteristics on Renaissance music and Antiphonal music? <b>ATL:</b> Listening, analysis and performance of music of renaissance and antiphonal style. <b>CS:</b> Preparing concert and short presentation for the community. <b>ENV:</b> Performance of concert outdoors for the enjoyment of community or to serve as attraction on environmental event. <b>HF:</b> Composition and performance of music of these styles. <b>HSE:</b> Understanding of Air support concepts, diaphragm control throat position And concepts of articulation and tong placement.</p>	<p>Tone quality: posture, embouchure, airstream, characteristic sound, quality of sound, long tone Harmony, chorale, Bach, Germany 1720s, music of the Protestant Reformation, Baroque. <b>Guiding qu:</b> What are the Basic characteristics of the Baroque style? <b>ATL:</b> Listening, analysis and performance of Baroque music what is ornamentation. <b>CS:</b> Preparing concert and short presentation for the community. <b>ENV:</b> Performance of concert outdoors for the enjoyment of the community or to serve as attraction on environmental event. <b>HF:</b> Composition and performance of music of this style. <b>HSE:</b> Understanding concepts of fine motor skill need it to perform ornamentation on the baroque style.</p>	<p>Rhythm: dotted rhythms, swing rhythms, syncopation Composition, genre, art vs. popular music Sea songs/chanteys, monophony, New World 1492 and 1825. <b>Guiding qu:</b> How are rhythm formulas used in popular folk music? <b>ATL:</b> Listening, analyzing and composing rhythmic patterns to create short compositions in the folk and popular style. <b>CS:</b> Performing concert and workshops on Popular and Folk music for the enjoyment of the community. <b>ENV:</b> Perform music of the folk and popular style to complement environmental events. <b>HF:</b> Compose music of the Folk and Popular style. <b>HSE:</b> Understanding the impact that folk music and popular music has on the community.</p>	<p>Programmatic music, tone poem, character sketch, extramusical references, sound painting Aesthetic movements: Romanticism, impressionism, expressionism Music videos, improvisation. <b>Guiding qu:</b> Why is expression a key characteristic of the Impressionistic, Romantic and programmatic styles? <b>ATL:</b> Listening, analyzing and composing music on these styles. <b>CS:</b> Performing concert and workshops on these styles. <b>ENV:</b> Perform concert and workshops to complement environmental events. <b>HF:</b> Compose and perform music on the Impressionistic ,Romantic and programmatic style <b>HSE:</b> Become more expressive though music.</p>
Physical Education	<p>Volleyball, Flag Football <b>Guiding qu:</b> Active Lifestyle- “what role does sport play in society” <b>ATL:</b> Use of technology while researching for different projects related to fitness and sports. Learn by doing and by modeling. Practical and written tests. Use of charts, bulletin boards, videos to teach different aspects of PE Working in groups and helping others learn.</p>	<p>Cultural Games, Fitness Training <b>Guiding qu:</b> Active Lifestyle- “does gender have an effect on participation” <b>CS:</b> By learning how to lead a healthy life style, we are providing the community with healthy and productive individuals. Learning safety procedures and basic first aid skills. <b>ENV:</b> Learning proper care and use of facilities and equipment. Safe use of the equipment and facilities so as not to damage them and obtain the best advantage.</p>	<p>Soccer, Basketball <b>Guiding qu:</b> Active Lifestyle- “what is the difference between fitness and health” <b>HF:</b> Changes undergone in the Physical Education Subject through different times and how it is conceived nowadays. How sports have changed in rules, concept, etc. through the years. Including the changes in equipment to enhance athlete performance. Positive and negative changes in</p>	<p>Gymnastics, Track &amp; Field, Softball. <b>Guiding qu:</b> Active Lifestyle- “what can I do to lead an active and healthy lifestyle” <b>HSE:</b> Our students learn healthy habits including hygiene and fitness activities to maintain their bodies in good shape. Also, the learning of drug enhanced performances is studied together with its pros and cons. Our cooperative, competitive, recreational activities help in the development of healthy social habits like teamwork, cooperation,</p>

			the sports and physical education history.	competition, sportsmanship, and respect for others.
French MYP1	<p><b>Topics:</b> Introductions, Family, Physical descriptions, Numbers/Telling time/Days/Dates, School Layout/Directions/Timetable.</p> <p><b>Grammar:</b> Regular verbs ending in -er Present tense of regular and reflexive verbs. Pronouns: possessive Nouns: gender, singular and plural. Indefinite and definite articles. Adjectives: possessive Preposition.</p> <p><b>Guiding qu:</b> How important is it to be able to talk about and describe your family and your school?</p> <p><b>ATL:</b> Using the vocabulary of the above-mentioned topics, the student will describe members of his family and say what parts of the school he likes.</p> <p><b>CS:</b> Students will write in French the names of different parts of the school and post them in CIC.</p> <p><b>ENV:</b> How families and schools can affect the environment for bad or good.</p>	<p><b>Topics</b> Weather and seasons, Towns and countries, House/Flat</p> <p><b>Grammar:</b> Regular verbs ending in -er and -ir and auxiliaries and modal verbs. Present tense and immediate future. Pronouns: possessive and interrogative, Nouns: gender, singular and plural. Indefinite and definite articles. Prepositions Adjectives: possessive, demonstrative</p> <p><b>Guiding qu:</b> How do the weather and the architecture of towns affect our daily living?</p> <p><b>ATL:</b> Students will make a radio program during which they will give a weather report.</p> <p><b>ENV:</b> The relationship between the weather and the layout of towns on the one hand and the weather and the architecture of houses on the other.</p>	<p><b>Topics</b> Clothes, Sport and leisure/Hobbies</p> <p><b>Grammar:</b> Regular verbs and irregular verbs ending in -er, -ir, -re, -oir. Imperative tense of regular and irregular verbs. Pronouns: possessive and interrogative, direct and indirect object pronouns. Nouns: gender, singular and plural. Indefinite and definite articles. Adjectives: possessive, demonstrative, comparative</p> <p><b>Guiding qu:</b> Why are sports, leisure activities and clothes so important in our culture?</p> <p><b>ATL:</b> The students will make a collage of different sports, clothes and hobbies.</p>	<p><b>Topics</b> Food and Drink/Shopping, Travelling/Holidays.</p> <p><b>Grammar:</b> Regular verbs and irregular verbs ending in -er, -ir, -re, -oir. Past tense of regular and irregular verbs. Pronouns: possessive and interrogative, direct and indirect object pronouns. Nouns: gender, singular and plural. Indefinite and definite articles. Adjectives: demonstrative, comparative superlative.</p> <p><b>Guiding qu:</b> Why are we giving so much importance to the pleasures of life?</p> <p><b>ATL:</b> The student will make a power-point presentation of places of interest for the tourist in France</p> <p><b>ENV:</b> Places for holiday-making in France and Canada.</p>
French MYP intermediate	<p>Trips, by plane or by train? Scenes at the airport, in a taxi, at a train station. Acadie in Canada. The weather Reading of Le Petit Prince. <b>Guiding qu:</b> Could I use my French to travel? <b>HSE:</b> Travel in France</p>	<p>Everyday life. Young people in France and current events. At the office. Invitations. Young people and money. France in the 1900's Reading of Le Petit Prince <b>Guiding qu:</b> What is everyday life like in France? <b>HSE:</b> French society</p>	<p>Leisure activities in France, their relation to time and money. The theatre. Different tastes and interests Expressing what you dislike. <b>Guiding qu:</b> How similar are French tastes to mine? <b>HSE:</b> The world of leisure</p>	<p>The country. The European union and its history. The American and the French. Personal impressions. Ecology. Protection of animals. The Touaregs of Africa <b>Guiding qu:</b> Whjat is France's place in the world? <b>ENV:</b> Protecting wildlife</p>
Technology			<p>1)MYP technology: Design Cycle Process. 2)Photoshop: learning to use the most useful tools in Photoshop. <b>Project:</b> Students will design and create a product to promote our school. It could be a magazine, a poster, a brochure, etc. <b>Guiding qu:</b> How effective could be a picture in promoting or advertising? <b>ATL:</b> The students will modify pictures using different techniques.</p> <p>3)HTML language 4)Introduction to Dream Weaver.</p>	<p>Project: Design and create a Website, using Dremaweaver. The topic is personal. <b>Guiding qu:</b> In what ways are Websites an effective tool of communicating information?</p> <p><b>ATL:</b> During this quarter students create a website in a topic of their interest using all the skills they learned with Dream Weaver and Photoshop.</p>

**10<sup>th</sup> Grade** work in progress in yellow

	<b>Quarter I</b>	<b>Quarter II</b>	<b>Quarter III</b>	<b>Quarter IV</b>
Science - Chemistry	<p><b>The Nature of Science – Paradigms</b></p> <ul style="list-style-type: none"> <li>·Alchemy to Chemistry,</li> <li>·Laboratory safety Equipment,</li> <li>·Language and Symbols,</li> <li>·Quantification,</li> <li>·Modern Scientific Method</li> <li>·Forming and Testing, Hypotheses</li> <li>·Theory vs. Law</li> <li>·Precision and Accuracy</li> </ul> <p><b>Guiding qu:</b> What will I learn in Chemistry? How do Scientists approach problems? How do I learn Chemistry? What is a paradigm? Why do I learn about 'old' theories in science? What were the contributions that the alchemists made to modern chemistry? What is matter? How is matter classified? How are substances identified? How should data be reported? What is the difference between quantitative and qualitative?  <b>ATL:</b> Constructing an essay, Writing a lab report, Reporting and collecting data. Organizing a note book  <b>ENV:</b> Safety in the Lab, How to handle chemicals and dispose of them properly.  <b>HSE:</b> Definition of what a chemical is, not all chemicals are toxic or harmful if handled safely. All substances are made up of chemicals. The benefits of medicines and technology  <b>HF:</b> The entire unit has an emphasis on how man progress, building from one scientific generation to the next. Students essay will highlight the contribution of a particular aspect and how that has impacted on man.</p>	<p><b>Water Exploring Solutions</b></p> <ul style="list-style-type: none"> <li>• Sources and Uses of water</li> <li>• Water and its contaminants</li> <li>• Investigating the cause of the fish kill</li> <li>• Water purification and treatment</li> </ul> <p><b>Guiding qu:</b> self reference  <b>ATL:</b> constructing an essay, Writing a lab report. Analyzing data, designing experimental procedures  <b>CS:</b> The importance of water.  <b>ENV:</b> The water cycle, purity of drinking water.  <b>HF:</b> Man's efforts to maintain abundant and clean water supplies.  <b>HSE:</b> The consequences of not having a clean safe water supply.</p>	<p><b>Materials: Structure and Uses</b></p> <ul style="list-style-type: none"> <li>• Why do we use what we do?</li> <li>• Earth's mineral resources</li> <li>• Conservation</li> <li>• Materials designing for properties</li> </ul> <p><b>Guiding qu:</b> How can the chemical and physical properties of matter be explained? Where are mineral resources found and how are they processed? How can matter be modified to make it more useful? What information do chemical equations convey about matter and its changes?  <b>ATL:</b> Design Lab, graphing  <b>ENV:</b> Conservation , Earth's mineral resources  <b>HF:</b> Materials: Designing for properties  <b>HSE:</b> Proper handing of materials</p>	<p><b>Petroleum: Making and Breaking Bonds</b></p> <ul style="list-style-type: none"> <li>• Petroleum what is it?</li> <li>• Petroleum as an energy source</li> <li>• Petroleum as a building source</li> <li>• Energy alternatives to petroleum</li> </ul> <p><b>Guiding qu:</b> What are the chemical and physical properties of hydrocarbons? Why do Hydrocarbons make such good fuels? What properties are important in considering substitutes for petroleum? Why are carbon based molecules so versatile as chemical building blocks?  <b>ATL:</b> Designing and working in a collaborative group  <b>CS:</b> Population and usage of petrochemicals  <b>ENV:</b> Energy alternatives to petroleum  <b>HF:</b> Petroleum as a building source  <b>HSE:</b> Using petroleum based products, oil spills</p>
Science - Physics			<p>Physics</p> <ul style="list-style-type: none"> <li>• Measurement and units, vectors</li> <li>• Distance and time, displacement, velocity and acceleration</li> <li>• Momentum</li> <li>• Forces – Newton's laws</li> <li>• Mass and weight, density</li> </ul> <p><b>Guiding qu:</b> Why understand our world? What will I learn in Physics? How do Scientists approach problems? How do we describe motion?  <b>ATL:</b> Organizing a note book. Designing experimental procedures. Analyzing data.</p>	<p>Physics</p> <ul style="list-style-type: none"> <li>• Energy, work and power</li> <li>• Electrical energy, generator, dangers of electricity, energy resources</li> </ul> <p><b>Guiding qu:</b> Why understand our world? How do things work?  <b>ATL:</b> Organizing a note book. Designing experimental procedures. Analyzing data. Graphing. Evaluation skills. Writing a lab report. Application of knowledge. Information-processing, CS: Impact on society.  <b>ENV:</b> What resources do we need? How can various forms of energy production affect our environment? :  <b>Energy alternatives to fossil fuels.</b></p>

			<p>Graphing. Evaluation skills. Writing a lab report. Application of knowledge. Information-processing, HF: Evolution of scientific investigation.</p> <p>HSE: Stopping distances for safe driving, use of seat belt in cars</p> <p>MYP moderation: Essay/Project, criteria A and B, Scientific investigation, criteria D and E, End of unit test, criterion C, Observation, criteria F</p>	<p>HSE: Prevention of electrical danger.</p> <p>MYP moderation: Essay/Project, criteria A and B, Scientific investigation, criteria D and E, End of unit test, criterion C, Observation, criteria F</p>
Humanities	<p><b>Industry and revolutions</b></p> <p>This is part one of a one semester geography/economic unit of work: Study of rise of industry through revolution (agricultural, industrial, technological) and its relation to our past, present and future use, access and availability to resources, the impacts of the emerging new global economy and regional transitions through the stages of development. Solutions will be looked at and in what ways global inequality is affected by industry.</p> <p>(one MYP criteria met in the first unit )</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Research skills, Statistical techniques, Spearman's Rank how do they support and add flaws to our topics?</p> <p><b>CS:</b> Pre-industrial revolution, why is this a reality for many communities in the 21<sup>st</sup> century?</p> <p><b>ENV:</b> Discuss the impacts of industries development and/or decline on society and our surrounding environment</p> <p><b>HF:</b> How, when, where and what did man have to do with the industrial revolution, shifts and changes?</p> <p><b>HSE:</b> What is the correlation between the DTM and technology?</p>	<p><b>Tourism, technology and development</b></p> <p>This unit is a continuation of major concepts delivered in quarter one and unit one. The concepts here are directly linked to those needed for the Humanities IB Diploma subjects taught here at CIC. Focus will be on the quaternary industry, tourism and its growth and impacts. The main concept will be one of development. This is shown from a historical, economical and geographical view point. Fieldwork project and at development, global inequalities, technology project</p> <p>(2 MYP criteria met in this unit )</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Graphical analysis plotting and annotating: why do we need these methods when fully understanding developmental problems, economic status, case studies, and issues.</p> <p><b>CS:</b> Why can so many people and societies rely on tourism as a way into a new world?</p> <p><b>ENV:</b> What happens to local tourism when local environments change or adapt?</p> <p><b>HF:</b> What is the multiplier affect and why can it change the nature of eco-tourism?</p> <p><b>HSE:</b> Do tourists and travel contribute to the spread of global epidemics?</p>	<p><b>Conflict and societal change.</b></p> <p>This is part one of a one semester history/sociology/anthropology unit of work. Students study the concepts surrounding conflict and co-operation over scale and time. This is done using past and present examples that link to the IB Diploma History syllabus. The concepts of isms and ideologies are studied as well as perception and documentation of such events.</p> <p>(one MYP criteria met in this unit – EXAM )</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Historical sources and their history! Should we handle with care?</p> <p><b>CS:</b> How do conflicts benefit communities?</p> <p><b>ENV:</b> Do you believe that a goal of war is environmental destruction or modification?</p> <p><b>HF:</b> How has mans creations evolved overtime to the warfare we see now?</p> <p><b>HSE:</b> Can education reduce the need for conflict or increase the level of co-operation? (focus on UN and peacekeeping organizations- NGO's)</p>	<p><b>Prejudice and Persecution</b></p> <p>This is part two and a continuation of concepts delivered in quarter three but with a very different focus. Students will study the concepts of prejudice and persecution over scale and time. They will look at humans, individuals, communities, societies and our engrained nature to be prejudice and to persecute. The delivery will be undertaken through a look at historical and current case studies. Concepts: Scientific racism, the economics of discrimination, social Darwinism, and Genocide.</p> <p><b>Guiding questions:</b></p> <p><b>ATL:</b> Historical research study: in what ways was world war one a tool of Hitler development as a persecutor.</p> <p><b>CS:</b> Are we all capable and/or guilty of persecution?</p> <p><b>ENV:</b> Is the Rwandan genocide proof that environmental change leads to large scale persecution?</p> <p><b>HF:</b> In what ways has technology supported such concepts as social Darwinism and the economics of discrimination?</p> <p><b>HSE:</b> What can be done to stop HIV/AIDS being used as a method of prejudice and persecution?</p>
Math	<ul style="list-style-type: none"> <li>• Functions and Linears</li> <li>• Polynomials</li> </ul>	<ul style="list-style-type: none"> <li>• Quadratics and Polynomials</li> <li>• Sequences and Series</li> </ul>	<ul style="list-style-type: none"> <li>• Circles, Trigonometry and Trigonometric</li> </ul>	<ul style="list-style-type: none"> <li>• Rational Functions</li> <li>• Exponents and logarithms</li> </ul>

	<p><b>Guiding qu:</b>  <b>HSE:</b> How can understanding the differences between linear and polynomial functions help us make predictions for the future?  <b>MYP moderation:</b> Systems of Equations packet from OCC, MYP cumulative test, Population scatter plot activities, altered WebQuest on housing from Glencoe, families of graphs investigation, polynomial division investigation from OCC</p>	<p><b>Guiding qu:</b>  <b>ENV:</b> How can understanding quadratic functions help solve real life issues such as reducing CO2 emissions? Examples using suspension bridges should be used to link with Physics.  <b>ENV:</b> What factors could cause the world to end before the myth of the Tower of Hanoi?  <b>MYP moderation:</b> Solar cookers, Polynomial investigation using GDC, Tower of Hanoi investigation</p>	<p>Graphing  • Statistics and Probability  <b>Guiding qu:</b>  <b>HSE:</b> Can trigonometry affect your mood?  <b>MYP moderation:</b> biorhythms project (or tide project, but change guiding question), Old SL Math Data Transformations portfolio assignment using Excel</p>	<p><b>Guiding qu:</b>  <b>HF:</b> What is the link between logs and noise?  <b>MYP moderation:</b> activities linked with sound (link to physics) or other logarithmic models</p>
English	<p>Follow up work on the summer reading, <i>The Catcher on the Rye</i> by JD Salinger, focusing on teenage life, belonging, and alienation.</p> <p><b>Guiding qu:</b> How well do we 'fit in' to the society around us?  <b>CS:</b> Holden's deliberate self-isolation and failure to live in a group.  <b>HSE:</b> How well do we 'fit in' to the society around us? Exploring rejection of/from society</p> <hr/> <p>Exploring a selection of short stories and then producing a piece of creative writing.  <b>Guiding qu:</b> What skills will make my writing come to life?  <b>ATL:</b> Contribute meaningfully to a discussion of your work and others. Improving peer/self editing skills.</p>	<p>Researching a persuasive essay on a world issue linked to SAMUN or of student's free choice.</p> <p><b>Guiding qu:</b> How can I persuade my reader to consider my point of view?  <b>HSE:</b> The selected issue.</p> <hr/> <p>The play <i>The Crucible</i> by Arthur Miller and relating it to the concept of healthy and/or unhealthy communities.  <b>Guiding qu:</b> What is the effect of fear on human behavior?  <b>CS:</b> A community with many deep-seated problems.  <b>HSE:</b> How fear and hatred changes people's behavior.  Integrity and honesty.  <b>HF:</b> The theory of good and evil</p>	<p>Debates.  <b>Guiding qu:</b> Can I convince others to my point of view?  <b>ATL:</b> Group dynamics.  <b>HSE:</b> Moral dilemmas as appropriate to chosen topics.</p> <hr/> <p>The novel <i>Things Fall Apart</i> by Chinua Achebe focusing on differing portrayals of Africa. Also linking it to poetry about Africa and poetic terms.  <b>Guiding qu:</b> Does this novel challenge previously held conceptions of Africa?  <b>ENV:</b> The dependence of Umuofia on the environment around them.  <b>CS:</b> Changing/declining communities.  <b>HSE:</b> A feminist reading of the novel.</p>	<p>Achebe continued.  Work on commentaries.</p> <hr/> <p>Working in the community around the school.</p> <p><b>Guiding qu:</b>How can CIC make a positive difference in the community around us?  <b>CS:</b> How can I help develop my community?</p>
Visual Art	<p><b>Studio work:</b> Drawing is a foundation to art making and will be an integral part of this course.  Line, Still life pencil drawing, pastel drawing, Cubist composition based on still life.  <b>Guiding qu:</b> What are the qualities of a successful drawing? How can one use line, create value, texture, and balance in the piece?  <b>HF:</b> Using line and texture, creating balance.</p>	<p>Greek and Roman Art,  <b>Studio work:</b>  Figure Drawing, Portrait Drawing, Asian Art, Sumi E painting.  <b>Guiding qu:</b> What are the qualities of a successful drawing? How can one use line, create value, texture, and balance in the piece?  <b>HF:</b> Using line and texture, creating balance.</p>	<p>Medieval times, Renaissance, Baroque  <b>Studio work:</b>  Calligraphy, Perspective.  <b>Guiding qu:</b> What are the qualities of a successful drawing? How can one use line, create value, texture, and balance in the piece?  <b>HF:</b> Using line and texture, creating balance.</p>	<p>Modern and Contemporary Art Styles, Impressionism, Expressionism, Cubism  <b>Studio work:</b>  Acrylic painting.  <b>Guiding qu:</b> What are the qualities of a successful drawing? How can one use line, create value, texture, and balance in the piece?  <b>HF:</b> Using line and texture, creating balance.</p>
Spanish	<p>El ensayo: El discurso humanista y el ensayo como género literario: Valores culturales, artísticos, filosóficos y políticos en una selección de ensayos.</p> <p><b>Guiding qu:</b> Cuáles son los elementos que estructuran el ensayo como género literario?  <b>ATL:</b> Analizar el origen del ensayo como género literario y valorar ensayos de algunos autores.  <b>HF:</b> Producir un ensayo creativo y reflexivo  <b>HSE:</b> El ensayo como respuesta a los conflictos humanos.</p>	<p>Novela: La inseguridad social del trabajador latinoamericano a través de la novela de García Márquez. El imaginario de la superstición: mito y realidad en la novela de Juan Rulfo. La invención de la historia en la novela de la Revolución Mexicana.</p> <p><b>Guiding qu:</b> Cómo la novela del Boom Latinoamericano lee un tiempo histórico?  <b>ATL:</b> Investigar el contexto histórico-social donde surgió el Boom Latinoamericano.  <b>ENV:</b> El espacio geográfico como personaje en las obras literarias.</p>	<p>Poesía: El inmigrante y el descubrimiento de nuevas realidades sociales y humanas. El poema de la filosofía cósmica en "Mi padre el inmigrante" de Vicente Gerbasi. Modernidad y erotismo en la obra de Juana de Ibarbourou.</p> <p><b>Guiding qu:</b> Cuáles son los contenidos poéticos que estructuran las obras de Gerbasi e Ibarbourou?</p>	<p>Teatro: El Teatro Barroco y su finalidad ético didáctica: La nueva valoración de la Mujer. El honor y la honra y la idea de la justicia en "El Alcalde de Zalamea". El teatro del absurdo a través de Ionesco y "La Cantante Calva".</p> <p><b>Guiding qu:</b> A través de que elementos se observan las diferencias del teatro tradicional y del de Vanguardia?  <b>ATL:</b> Investigar el origen del teatro y su</p>

		<p><b>HF:</b> Adaptar algunos episodios narrativos al texto dramático.</p> <p><b>HSE:</b> Valores sociales, políticos, históricos presentes en las obras de García Márquez y Rulfo.</p>	<p><b>ATL:</b> Diferenciar las escuelas literarias del modernismo y el vanguardismo.</p> <p><b>CS:</b> Crear periódicos murales sobre un tema de fotografía y poesía.</p> <p><b>HF:</b> Crear poesías</p> <p><b>HSE:</b> Conflictos de la inmigración y el choque de culturas. Problemas de la modernidad hispanoamericana.</p>	<p>desarrollo.</p> <p><b>ENV:</b> Percibir las clases sociales y su entorno en la España del Renacimiento.</p> <p><b>HSE:</b> La filosofía existencialista a través del teatro de vanguardia (Incomunicación, el antilenguaje)</p>
Spanish as a second language	<p>Lugares de Interés Turísticos: Los Viajes Las rutinas Los Pasatiempos.</p> <p><b>Guiding qu:</b> Why is it relevant to learn about tourist places in Latin-American countries?</p> <p><b>ATL:</b> They will read about habits of people in the Hispanic World.</p> <p><b>CS:</b> Read about Mexico City, Train and public service to low income people.</p> <p><b>HF:</b> Prepare a chart comparing your routine with other people or adolescents.</p> <p><b>ENV:</b> Talk and read about the weather.</p> <p><b>HSE:</b> Learn about other cultures traditions or activities during their free time.</p>	<p>Pasajes, Sucesos y Acontecimientos</p> <p><b>Guiding qu:</b> Is it significant to learn about Hispanic Countries History?</p> <p><b>ATL:</b> Read about the involvement of Spain in the History of the United States and other Latin American countries.</p> <p><b>CS:</b> Contrast different stages of life from childhood to old age from people within your community.</p> <p><b>HSE:</b> Read about different life events in newspaper articles such as weddings, obituaries and social life.</p> <p><b>ENV:</b> Read about where and when Historical battles from different countries took place.</p> <p><b>HF:</b> Make a presentation about a romance Abenamar and analyze its content.</p>	<p>Los Valores, La Salud y El Bienestar</p> <p><b>Guiding qu:</b> What are the most important family values we can learn throughout our lives?</p> <p><b>ATL:</b> Learn about some Health-related statistics from Latin American countries.</p> <p><b>HSE:</b> Read and discuss the short story "Mi padre" by Manuel Toro.</p> <p><b>CS:</b> Prepare a presentation to Elementary Children about Good habits and manners.</p> <p><b>ENV:</b> Read about El ruido school to talk about noise pollution.</p> <p><b>HF:</b> Write and act out a play based on the reading "Un día de Estos" de Gabriel Garcia Marquez.</p>	<p>Raíces. Chapter reviews</p> <p><b>Guiding qu:</b> Why do we have to know about our roots?</p> <p><b>ATL:</b> Learn about Mayan Civilization.</p> <p><b>CS:</b> Read about Rioberta Menchu a literary work.</p> <p><b>HF:</b> Prepare a poster about different Indian civilization</p> <p><b>ENV:</b> Talk about Jewish immigration to the Caribbean island during the 17<sup>th</sup> and! 18<sup>th</sup> centuries.</p> <p><b>HSE:</b> Talk about different social events within different races and cultures. Talk about your family roots.</p>
Drama	<p>Fundamentals of performance – understanding the actor in space – physical, emotional and mental preparation. Subtleties of theatre techniques – voice, mime, tableau and movement to present the images in text.</p> <p>Text and subtext – understanding the difference between what is said and what is meant.</p> <p>Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>ATL:</b> Discovery of methods of obtaining information and communicating information in a variety of modalities.</p> <p><b>CS:</b> Development of group skills. Understanding the unique abilities and challenges of those around us.</p>	<p>Character development – analysis of elements of character, interaction and solo performance.</p> <p>Technical elements of the theatre – stage direction, light, sound, costume and set design.</p> <p>Exploration of text through scripted pieces and introduction of the art of play writing.</p> <p>Theatre as Education. Explore elements of popular theatre and docudrama.</p> <p>Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>ENV:</b> All reflections, group notes, creative elements recorded on recycled/reused paper. Discussion of ways of presenting important information about important issues such as Environment through theatre.</p>	<p>Applying the theory in practice. Selection of text, or group creation.</p> <p>Exploration of the entire process from selection, to rehearsal to design and performance.</p> <p>Presentation of a class developed piece of educational theatre at VANAS.</p> <p>Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>HSE:</b> Understanding the limits and extensions of our physical selves. Investigation and practice of concentration, balance, endurance, etc.</p>	<p>Theatre Production.</p> <p>Use of class and co curricular activity time to mount a full production. Students will select a personal area of interest to manage in the production. Class trip(s) to professional theatres and professional productions to apply skills in evaluation of art forms and understand the value of appropriate constructive feedback.</p> <p>Continued exploration of the benefits of the Developmental Workbook.</p> <p><b>HF:</b> Everything we do is a result of our ability to create and our ability to understand the effects of our creation – pure enjoyment to education.</p>
Band	<p>Pitch: scale, key signature, scale degree, transposition</p> <p>Antiphony, opposing forces, stereo, surround sound, movie sound effects, architecture, conflict and contrast in music, Gabrieli, Venice 1600, music in the Catholic Church, Renaissance.</p>	<p>Tone quality: posture, embouchure, airstream, characteristic sound, quality of sound, long tone</p> <p>Harmony, chorale, Bach, Germany 1720s, music of the Protestant Reformation, Baroque.</p> <p><b>Guiding qu:</b> What are the Basic</p>	<p>Rhythm: dotted rhythms, swing rhythms, syncopation</p> <p>Composition, genre, art vs. popular music</p> <p>Sea songs/chanteys, monophony, New World 1492 and 1825.</p> <p><b>Guiding qu:</b> How are rhythm</p>	<p>Programmatic music, tone poem, character sketch, extramusical references, sound painting</p> <p>Aesthetic movements: Romanticism, impressionism, expressionism</p> <p>Music videos, improvisation.</p> <p><b>Guiding qu:</b> Why is expression a key</p>

	<p><b>Guiding qu:</b> What are the basic characteristics on Renaissance music and Antiphonal music?  <b>ATL:</b> Listening, analysis and performance of music of renaissance and antiphonal style.  <b>CS:</b> Preparing concert and short presentation for the community.  <b>ENV:</b> Performance of concert outdoors for the enjoyment of community or to serve as attraction on environmental event.  <b>HF:</b> Composition and performance of music of these styles.  <b>HSE:</b> Understanding of Air support concepts, diaphragm control throat position And concepts of articulation and tong placement.</p>	<p>characteristics of the Baroque style?  <b>ATL:</b> Listening, analysis and performance of Baroque music what is ornamentation.  <b>CS:</b> Preparing concert and short presentation for the community.  <b>ENV:</b> Performance of concert outdoors for the enjoyment of the community or to serve as attraction on environmental event.  <b>HF:</b> Composition and performance of music of this style.  <b>HSE:</b> Understanding concepts of fine motor skill need it to perform ornamentation on the baroque style.</p>	<p>formulas used in popular folk music?  <b>ATL:</b> Listening, analyzing and composing rhythmic patterns to create short compositions in the folk and popular style.  <b>CS:</b> Performing concert and workshops on Popular and Folk music for the enjoyment of the community.  <b>ENV:</b> Perform music of the folk and popular style to complement environmental events.  <b>HF:</b> Compose music of the Folk and Popular style.  <b>HSE:</b> Understanding the impact that folk music and popular music has on the community.</p>	<p>characteristic of the Impressionistic, Romantic and programmatic styles?  <b>ATL:</b> Listening, analyzing and composing music on these styles.  <b>CS:</b> Performing concert and workshops on these styles.  <b>ENV:</b> Perform concert and workshops to complement environmental events.  <b>HF:</b> Compose and perform music on the Impressionistic ,Romantic and programmatic style  <b>HSE:</b> Become more expressive though music.</p>
Physical Education	<p>Volleyball, Acrogym.  <b>Guiding qu:</b> 'what role has aesthetics in sport?'  <b>ATL:</b> Use of technology while researching for different projects related to fitness and sports.  Learn by doing and by modeling.  Practical and written tests.  Use of charts, bulletin boards, videos to teach different aspects of PE  Working in groups and helping others learn.</p>	<p>Personal Exercise Program, Basketball  <b>Guiding qu:</b>'what are my personal fitness needs?'  <b>CS:</b> By learning how to lead a healthy life style, we are providing the community with healthy and productive individuals.  Learning safety procedures and basic first aid skills.  <b>ENV:</b> Learning proper care and use of facilities and equipment.  Safe use of the equipment and facilities so as not to damage them and obtain the best advantage.</p>	<p>Basketball (continued) and Alternative Sports  <b>Guiding qu:</b> 'What makes a sport a sport?'  <b>HF:</b> Changes undergone in the Physical Education Subject through different times and how it is conceived nowadays.  How sports have changed in rules, concept, etc. through the years. Including the changes in equipment to enhance athlete performance.  Positive and negative changes in the sports and physical education history.</p>	<p>Softball, Track&amp; Field, Soccer  <b>Guiding qu:</b> 'What makes a sport a sport?'  <b>HSE:</b> Our students learn healthy habits including hygiene and fitness activities to maintain their bodies in good shape. Also, the learning of drug enhanced performances is studied together with its pros and cons.  Our cooperative, competitive, recreational activities help in the development of healthy social habits like teamwork, cooperation, competition, sportsmanship, and respect for others.</p>
French IBMYP 2	<p><b>Topics: -Holidays:</b> talking about holidays and things you have done or used to do.  <b>Jobs:</b> part-time and full time jobs, pocket money and ambitions  <b>Grammar:</b>  Verbs: etre, avoir, aller in present, PC, imparfait.  Past tense (PC and imparfait) of regular and irregular verbs and when to use them.  Verbs with pronoun.  Irregular verbs: boire, dormir, connaitre, savoir, prendre, lire, conduire.  Pronouns: possessive and interrogative, direct and indirect object pronouns.  Nouns: gender, singular and plural. Indefinite and definite articles.  Adjectives: demonstrative, comparative superlative.  Adverbs/ prepositions/conjunctions/ Cohesive devices/Punctuation.  <b>Guiding qu:</b> To what degree does our happiness depend on our health and pastimes?</p>	<p><b>Topics: Food and Drink:</b> shopping for food, what you eat and what makes a healthy diet.  <b>Road travel,</b> breakdowns and safety. Talking about what you can and cannot do  <b>Grammar:</b>  Present tense: revision of regular verb endings in –er, -ir, -re. Some irregular verbs (vouloir, pouvoir, devoir, faire)  Conditionnel and the use of it with the imparfait with si.  Imperatif, il faut and devoir.  Pronouns: direct and indirect object pronouns.  Nouns: gender, singular and plural. Indefinite and definite articles.  Adjectives: demonstrative, comparative superlative.  Adverbs/ prepositions/conjunctions/ Cohesive devices/Punctuation.  <b>Guiding qu:</b> How can we have a good relationship with our family and friends?  <b>HSE:</b> The students will investigate the habits of the French at home and with their friends</p>	<p><b>Topics: Me and others:</b> talking about personal relationships, about your image and about clothing, fashion.  <b>Grammar:</b>  Revision of the imperative tense.  Conditional and future tense of regular and irregular verbs.  Pronouns: possessive and interrogative, direct and indirect object pronouns.  Nouns: gender, singular and plural. Indefinite and definite articles.  Adjectives: demonstrative, comparative superlative.  Adverbs/ prepositions/conjunctions/ Cohesive devices/Punctuation.  <b>Guiding qu:</b> How does our happiness depend on both our work and a good use of our leisure- time?</p>	<p><b>Topics: Our planet:</b> talking about environmental problems.  <b>Holidays and sports:</b> talking about different activities, and different holidays.  <b>Grammar:</b>  Revision of all verb tenses studied previously.  Pronouns: possessive and interrogative, direct and indirect object pronouns.  Nouns: gender, singular and plural. Indefinite and definite articles.  Adjectives: demonstrative, comparative superlative.  Adverbs/ prepositions/conjunctions/ Cohesive devices/Punctuation.  <b>Guiding qu:</b> How can we use the cinema and the theatre to become better human beings?  <b>HF:</b> The students will write a story and act it out. We will make a video and</p>

	<p><b>ENV:</b> The student will make a large map of France, find out what are the main sports played by the French and draw the information on the map.</p>	<p>and make an oral presentation of it.</p>	<p><b>HSE:</b> Me and others: talking about personal relationships, about your image and about clothing, fashion.</p>	<p>present it at Assembly.</p>
Technology	<p>1. MYP technology: Design Cycle Process. 2. Introduction to Robotics</p> <p><b>Project:</b> Creation and programming of a robot following specific requirements.</p> <p><b>Guiding qu:</b> In 10 grade students are supposed to create their Guidance question. <b>ATL:</b> Students will explore the LEGO material and figure out the way to create a</p>	<p><b>Project:</b> Design and create a commercial advertisement (<b>video</b>) of a product. <b>Guiding qu:</b> What does an advertisement has to have in order to be a effective media of promoting a product? <b>ATL:</b> Students will investigate all things related with promoting a product and they will create a video as a media to advertise the product.</p>		