

Mathematics					
Key Concepts:	Form	Relationships	Logic	Scientific and Technical Innovation	Globalization & Sustainability
Global Contexts:	Identities & Relationships	Orientation in Time & Space	Fairness & Development	Scientific and Technical Innovation	Globalization & Sustainability

Math 1 Year 4	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Linear Equations	Relationships	Pattern Representation and Change	Scientific and Technical Innovation	Relationships between population and global health can be represented by patterns.	Criterion B - Investigating Patterns Criterion A - Knowing and Understanding	Critical Thinking Skills, Creative Thinking Skills, and Transfer Skills	<p>CCSS.MATH.CONTENT.A.CED 1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>CCSS.MATH.CONTENT.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve.</p> <p>CONTENT.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p>	Zombie Task - Students will create their own virus that grows linearly and compare and contrast it to another virus.
Q2	Systems of Linear Equations	Logic	Equivalence and Measurement	Identities and Relationships	Logic benefits your nutritional health by using measurement and equivalence.	Criterion D - Applying mathematics in real-life contexts. Criterion C - Communicating	Information Literacy skills	<p>CCSS.MATH.CONTENT.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>CCSS.MATH.CONTENT.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear.</p>	Diet Task - Students will compare and contrast different nutritional labels and foods by using systems of linear equations to determine which food provides more nutrition for the least amount of calories.
Q3	Geometry *Interdisciplinary Unit with Individuals & Societies	Form	Model, representation, and Measurement	Globalization and Sustainability	Urban Planning can be modeled through many forms.	Interdisciplinary Rubrics	Creative Thinking Skills, Critical Thinking Skills	<p>CCSS.MATH.CONTENT.G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the unfounded notions of point, line, distance along a line, and distance around a circular arc.</p> <p>CCSS.MATH.CONTENT.G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p>	Downtown Gentrification Project
Q4	Statistics	Relationships	Model and Measurement	Orientation in Space and Time	Frequency and variability helps promote inferences about various models of statistical measurement.	Criterion C - Communicating Criterion D - Applying Mathematics to real life Contexts	Critical Thinking Skills - Interpreting Data	<p>CCSS.MATH.CONTENT.S.ID 1. Represent data with plots on the real number line (dot plots, histograms, and box plots). 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). 5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. 8. Compute (using technology) and interpret the correlation coefficient of a linear fit. 9. Distinguish between correlation and causation.</p>	Origami Frog Project - Students must make a hypothesis, then test the hypothesis with 2 different samples. They need to represent collected data with a dot plot, a histogram, and a box and whiskers plot.

Math 2/2+ Year 5	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Quadratic Patterns	Relationships	Pattern, Equivalence, and Model	Scientific and Technical Innovation	Relationships show equivalence and patterns through modeling using mathematical puzzles.	on B - Investigating Patterns Criterion D - Applying Mathematics in Real - Life Contexts	Critical Thinking Skills, Creative Thinking Skills, and Transfer Skills	<p>CCSS.MATH.CONTENT.F.IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>	Tabletop Project - Students will create their own quadratic pattern. The pattern will be designed to have a quadratic term, a linear term, and a constant term. They will figure out the equation for the pattern.
Q2	Quadratic Projectile Motion	Form	Equivalence and Model	Scientific and Technical Innovation	Equivalent forms can model processes and solutions.	Criterion D - Applying Mathematics in real - life contexts Criterion C - Communicating	Critical Thinking Skills	<p>CCSS.MATH.CONTENT.A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. CCSS.MATH.CONTENT.A.REI.4 Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b.</p>	Basketball Project - Students will find the equation of a fellow classmates arc when they shoot a basketball from a free throw line. They will also have to determine how high the basketball reached at its vertex.
Q3	Geometry- Trig.	Logic	Measurement and Space	Globalization and sustainability	Logic drives the exploration and measurement of urban development.	Criterion A - Knowing and understanding Criterion B - Investigating Patterns	Information Literacy Skills	<p>CCSS.MATH.CONTENT.G.SRT 6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. 8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p>	Heights of Buildings Project - Students will chose a location on campus that is immeasurable to them. They will use similar triangles, trig ratios and shadows to determine the height of the object. Technology (Protractor App) will also be used.
Q4	Volume	Form	Space, Equivalence, and Representation	Personal and Cultural Expression	Equivalent forms can represent abstract thinking.	erion C - Communicating Criterion A - Knowing and Understanding	Communication Skills	<p>CCSS.MATH.CONTENT.G.GMD 1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. 3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p>	Aquarium Project - Students will have to design an aquarium of comparable size to the Monterey Bay Aquariums Open Sea Exhibit. They will have to use 3 or more compound 3D shapes (one has to be a shape that has not been taught) to make their Aquarium.

Language and Literature									
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Key concepts: Global Contexts:	Communication Identities & relationships	Connections orientation in time & space	Creativity fairness & development	Perspective scientific and technical innovation	globalization & sustainability				
Grade 9	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Marginalized Teens around the World: Of Mice and Men	Perspective	Context and Point of View	Fairness and development: difference and inclusion, imaging a hopeful future for all	Expanding one's point of view is essential to imagine a hopeful future for all.	D: Using Language & B: Organizing	Communication: Read critically and for comprehension, use intercultural understandings to interpret communication	Of Mice and Men, Great Depression historical context, reading comprehension (ability to apply historical background to understand and analyze the ways in which characters speak and interact), understanding culture, especially in regards to gender roles	Students will write and perform a speech about marginalized peoples in order to advocate for them. They could have chosen to write a speech about racism, ageism, sexism, ableism etc. The goal was for students to begin understand their intersectional identities and learn how to stand up for others, as well as why it's essential to do so. In addition to the speech, students will demonstrate their writing skills in a written-assessment targeting evidence-based argumentative writing.
Q2	Are humans innately evil? Night	Connections	Self-expression	Identities and Relationships	Humans are shaped by their experiences, self-expression is their means of connection.	Criterion A: Analyzing & Criterion B: Organizing	Organization Skills: plan short and long term assignments; meet deadlines and plan strategies and take action to achieve personal and academic goals	Content will include: The Holocaust, research skills, reading Night by Elie Wiesel and "First Crossings" by Pam Munoz Ryan, students will research a current injustice in the world to write an argumentative piece.	Argumentative Writing Task, Night Analysis (Language), and Reflection Project Change - Students will choose a country where an injustice is occurring. They will either write a letter or create a video to submit to Project Change: AFS detailing a solution to an injustice in the world. (see link in box below)
Q3	Moral Reasoning and Ethical Judgment of Teens: Romeo and Juliet	Creativity	Point of view	Fairness and development	Developing relationships through an understanding of various points-of-view provides the opportunity for justice, peace and conflict management.	Criterion C: Producing Text & Criterion D: Using Language	Reflection: Consider personal relationships to people, ideas, and concepts.	We are focusing on considerig personal relationships to people, ideas, and concepts by juding the characters in Romeo and Juliet and portraying them accordingly through both acting and writing. We're considering our personal relationships with them, in a way. Additionally, we're also working to improve time management skills in order of us to build sets, recreate scenes, and write argumentative essays about the characters we've studied.	http://view.afs-usa.org/?qs=22a71914f8ea4b25972c5db204fa6d7eaf74f3a796e62e97af23c6ad4288073163acb8897f8bba792e8e3fa4082873bffa9fa2190b6a8f07083a34bb224b9fb75451fab74241b05 Option 1: Recreate a scene in the play by building a set (using provided materials), putting together costumes and rehearsing dialogue. Then, students will perform their chosen scene in front of the class. The scene they choose will be from a list of choices. After performing they will reflect on why that scene changed the relationships we see in the play. Option 2: Students will write an argumentative essay. They can either write a letter of apology from one character to another, reflecting on what went wrong, argue whether or not fate or destiny exists throughout the play, or define how the roles of some changed relationships between characters. Option 3: Ted Talk about an emerging theme in R&J tied into the global context.
Q4	Hero's Journey: The Odyssey	Connections	Characters and Structure	Personal and Cultural Expressions	Our identities can be partially shaped by our conceptions of creation and beauty, which connect back to self-expression and cultural understandings.	Criterion A: Analyzing & Criterion C: Producing text	Organize: In order for students to be able to effectively organize and produce their projects, students must manage themselves and their time Create/Produce: In order for students to create original works and ideas in the form of personal narratives, students must use intercultural understanding to interpret communication.	The Odyssey, Greek Mythology, Reflecting on characterizations and how they are similar or different from personal experiences (comparison and contrast)	*Recreating the scene is vital for students' development for their 9-10 progression. Students will create their own hero's journey. They will draw parallels and/or compare and contrast the struggles and triumphs of The Odyssey to their own lives. They will need to include a map of their lives, a timeline, and several writing pieces that demonstrate their knowledge of the plot as well as their ability to reflect on their personal cultural expression as well as others'.
	*Personal Projects Introduction in Q4 and Ss pick their topic				Kaitlin				
Grade 10	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment

Q1	How do societies evolve, and what is the role of the individual in the larger community? 1984, Lord of the Flies, or Animal Farm	Communication	Context, setting	Fairness and development	Critical readers understand that author's purpose and historical context reflect how justice, peace, and conflict management function within societies.	B:Organizing ii:organize opinions and ideas in a sustained, coherent and logical manner and Communication Skills & Criterion A: Analyzing	Communication: engaging students in relating 1984 to our current community and culture by engaging in learning groups and presenting our thoughts to a larger community.	Identifying textual evidence and explaining the significance of it. Relations to the 2016 election- transfer skills and drawing prallels	Students used Google Slides to demonstrate their literary analysis of "1984." Throughout the reading process, students kept journals to insert into final outlines. Students read to identify formal elements that demonstrate nuances of the novel's point of view and how major themes interact with formal elements. Options: model UN debate - students are representatives from different countries.
Q2	Analyzing Literary Elements: Various Short Stories	Creativity	Audience imperatives	Artistry, craft, creation,	The writer's craft and artistry employs various literary elements to create a desired effect.	C: Producing Text D: Using Language	Analyzing	Identifying and analyzing how literary elements function with a short story to create tone and mood.	Compare and contrast essay between "The Black Cat" and "The Wife's Tale" analyzing how literary elements create tension and suspense. *Teacher may select appropriate titles based on their class. Create your own short story using appropriate literary devices.
Q3	Civil Leadership: Julius Ceasar *Interdisciplinary Unit with PE	Relationships	Purpose and self-expression	Identities and relationships	The relationships that Shakespeare creates are universal in the sense that competition, cooperation; teams, affiliation and leadership all have dire consequences on not only those directly involved, but the world at large.	Interdisciplinary Rubrics	Research skills: Information literacy and media literacy	Identifying textual evidence across a variety of non-fiction texts.	Choose a multimedia project that identifies and evaluates a current event in politics; develop and evaluate their own opinion on the topic; and write an informed and formal letter to a local, state, or national representative.
Q4	Conservation (Monterey High School Cares): Short Stories	Time, Space, Place	Purpose, Theme	Dimensions of time and psace - natural and human landscapes	The human concept of time, space, and place is greatly affected by our use of natural and human landscapes	Criterion B: Organizing & Criterion D: Using Language	Communication Skill	Research skills	Choice (weebly/website, podcast, prez/slides, video, social media campaign, infograph) multimedia project where students address a conservation issue and put a plan into action in the local, global, or social media community.

Individuals and Societies

Key Concepts:	Change	Global interactions	Systems	Time, space, & place
Global Contexts:	Identities & relationships	orientation in time & space	fairness & development	scientific and technical innovation

Grade 9	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Basics of Geogrpahy	Change	Globalization	Globalization and Sustainability	Human impact on the environment can change natural and human landscapes and resources	Criterion A and Criterion B	Research, critical thinking, organization	5 Themes of geography, possibilism, environmental determinimism, site, situation,	Country research assignemnt on the impact globalization has on their environment
Q2	World Culture	Time, Place and Space	Patterns and Trends	Personal and Cultural Expression-Beliefs Systems	Over time, place and space the patterns and trends of Globalization influence belief systems	Criterion A and C	Organization, critical thinking, information literacy	Popular culture, folk culture, custom, habit, taboo.MDC, LDC	Country Culture Poster
Q3	Urban Planning *Interdisciplinary Unit with Maths	Change	Culture-Patterns and Trends	Globalization and Sustainability-Urban planning, strategy and infrastructure	In different cultures patterns and trends can change, leading urban planners to strategize and create the infrastructure for urban developments.	Interdisciplinary Rubrics	Communication, Collabration, Critical Thinking, Information literacy skills	CBD(central business district), models of urban structures, urbanization, gentrification, land use and value	Downtown Gentrification project
Q4	Agriculture	Global Interaction	Processes	Globalization and Sustainability	Global interactions impact agricultural patterns and trends in markets, commodities and commercialization in specific countries around the world.	Criterion B and D	communication skills, organizational skills, information literacy skills, critical thinking skills	commercial agriculture, subsistence agriculture, sustainable agriculture, crop rotation in LDCs, Green Revolution, GDP	Agricultural Practices Project
Grade 10	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Do social, cultural and artistic movements reflect the era in which they take place?	Time, Place, and Space	Civilization	Personal and Cultural Expression	Social, cultural and artistic movements reflect the time, place, and space of their civilization.	Criterion A, B, C, and D	Critical thinking, information literacy, transfer.	Renaissance, factors leading to Renaissance, impact of renaissance on art, science, literature.	Postage Stamp Project: Memorialize the greatest contribution from the Renaissance and explain its significance.
Q2	Does trade and exchange promote cooperation or lead to exploitation?	Global Interaction	Cooperation	Globalization and sustainability	Cooperation in trade can foster positive global relations; however, global trade based on exploitation is not sustainable and can cause conflict.	Criterion A, B, C, and D	Communication, Information-literacy, Critical-thinking, and transfer.	Commerce, famine, globalization, monopolies, privilege.	Group Project: The Slave Trade: students will create a power point/Prezi/ poster board presentation comparing modern day slavery to historical slavery.

Q3	Industrial Revolution	Time, Place and Space	Globalization, Patterns and Trends	Scientific and Technical Innovation	Change promotes innovation and revolution leading to adaptation, ingenuity and progress.	Criterion C	Research, Critical Thinking, Communication, Organization	Vocabulary, Industrialization, Factors of Production,	Presentation justifying which innovations have had the greatest impacts on our society
Q4	Why do nations go to war and why is peacemaking difficult?	Global Interactions	Conflict and Perspective	Globalization and Sustainability	Global competition for resources can be a cause of conflict and peacemaking is dependent on global cooperation and justice.	Criterion A, C, and D	Communication, Self-management, Research, and Thinking	World War I, World War II, Peace Treaties, Theaters of both conflicts	Comparing the Treaty of Versailles and the Treaty of San Francisco
Language Acquisition									
Key Concepts:	Connections	Creativity	Communication	Culture					
Global Contexts:	Identities & relationships	orientation in time & space	fairness & development	scientific and technical innovation	globalization & sustainability				
PHASE 1	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Greetings and Origins	Culture	Meaning, Pattern	Personal and Cultural expression	Shared rituals and traditions reflect personal, social, and/or cultural patterns over time.	Objective B: Comprehending written and visual text; Objective C: Communicating in response to spoken text	Research: Inquiry into a Spanish speaking country's culture will require students to locate, organize, and analyze information; Communication: Develop oral skills to ask and answer question related to introductions/starting a conversation with a variety of audiences (usted vs. tu, vosotros, vos, etc)	Topics include greetings and farewells, the alphabet, the verb SER, origins/Spanish speaking countries, usted vs. tu)	Powerpoint project/Presentation
Q2	Families and Friends	Communication	Empathy and meaning	Identities and relationships	Language (word choice) build(s) relationships and influences identities within communities and cultures.	Objective B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written, and visual text. Criterion D: Using language in written form i. and ii	Thinking skills: using existing works and ideas in new ways Communication Skills: use appropriate forms of writing for different purposes; use a range of techniques to communicate ideas.	Topics include: regular ending verbs, colors, adjectives, physical descriptions, the verb tener, and family words	Writing task
Q3	Plans and freetime	Connections	Context, Message	Globalization and sustainability	Language plays an important role in promoting locally sustainable products and traditions	Objective A: Comprehending spoken and visual text; B Comprehending written text; C Communicating in response to text; D Using language in written form	Thinking Skills: use brainstorming to generate new ideas and inquiries; Self management: use appropriate strategies for organizing complex ideas; Research skills: seek a range of perspectives from varied sources	Topics include the verb estar and the verb ir, school supplies, school subjects and locations both inside and outside of school, food items, adverts	Proposal of food schedule for someone traveling to Mexico for a week.
Q4	Emotions and Preferences	Perspective	Function, Meaning	Fairness and Development	Connecting abstract ideas and emotions through the use of language is a key to understanding among people.	Objective A: Comprehending spoken and visual text; Objective D: Using language in spoken and written form	Social Skills: Practice empathy; Thinking Skills: create original works and ideas;	Topics include the verb acabar de, the ver querer and oir, emotions, sports, different group and individual activities	Dialog/Script between customer and business owner
PHASE 2	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Travel	Connections	Meaning	Globalization	Travelling allow us to appreciate similarities, differences and connections between culture and languages, helping us observe the impact of globalization on the significance of various social concepts and structures.	Criterion D: using language in spoken and written form.	Thinking: Students will brainstorm ideas to decide to which country they what to travel. Communication: Students will read a variety of online resources to gather about each foreign country to inform peers.	Preterite of irregular verbs; present tense of -gar, -zar, and -gar verbs; irregular preterite of ir, ser, hacer, dar, and ver. CCC for writing, ACTFL: 5Cs	PowerPoint presentation/Video/Poster. Students will report to their peers to inform them where they went and what they did.

Q2	Gastronomy, culture and identity	Culture	Context, and Conventions	Identities and Relationships	The gastronomic culture of a country reflects its identity and the significance for its inhabitants and people in the world.	Criterion B: Comprehending written and visual text. Criterion C: Communicating in response to spoken, written and visual text. Criterio D: Using language in spoken and written form.	Thinking: Interpret data. Communication: Read a variety of sources for information and pleasure, and for informing others.	Some of the themes include: Gastronomic culture, nourishment and consumption of drinks, healthy choices, health and physical condition. Grammatical Structures: present tense of poder, deber, and querer.	Prepare a presentation about a restaurant that serves typical food from one of the Latin American Restaurants.
Q3	Sports, values and attitudes that contribute to our development	Connections	Function and word choice	Fairness and development	Students will understand the connection, function and relationship among attitudes, aptitudes, and values that contribute to our moral, civic and physical development.	Criterion A: Comprehending spoken and visual text. Criterion C: Communicating in response to spoken, written and visual text	Communication: Read a variety of sources for information and pleasure. Self-management: Use appropriate strategies for organizing complex information	Some of the themes include: personal hygiene, sports, parts of the body, illnesses and feeling unwell. Grammatical Structures: present tense, constructions with querer, poder, and deber + infinitive, structures to make suggestions and assign obligations.	Watch the video about sports at Monterey Institute of Technology, campus Queretaro, Mexico and answer the questions.
Q4	Leisure	Creativity	Meaning and Audience	Personal and Cultural Expression	Societies utilize their creativity, language and cultural context to express and communicate different types of ideas and meanings.	Criterion C: Communicating in response to spoken, written and visual text. Criterio D: Using language in spoken and written	Communication: Use a range of speaking techniques to communicate with a variety of audiences	Some of the themes include fashion, clothing, life styles, personal relationship, means of communication, different forms of entertainment, appearance and personality. Grammar structures: present tense, frequency adverbs, constructions with "poder," "deber," "gustar," and "gustar" plus infinitives.	Leisure has numerous significances in Latin American countries. Compare and contrast those significances with your own culture. Utilize a graphic organizer, make a poster, or a slide show to share your findings with your peers.
Sciences									
Key Concepts:	Change	relationships	systems						
Global Contexts:	Identities & relationships	orientation in time & space	fairness & development	scientific and technical innovation	globalization & sustainability				
Biology	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Ecology	Systems	Balance, function	Globalization and sustainability	Ecosystems can be in balance when the species sharing their habitat have interconnected and sustainable functions and roles.	B. Inquiring and Designing D. Reflecting on the impacts of science	Communication skills, graphing, tables	Relationships between different organisms and their environment, Bio-geo-chemical cycles, species interactions and symbiosis,	Ecosystem diorama
Q2	Cells, Cellular Respiration, and Photosynthesis	Relationships	Patterns, function	Identities and Relationships	Your identity is determined by the relationship between different levels of organization in your body which, although differing in complexity, share patterns and functions with all life on earth.	A. Knowing and understanding C. Processing and evaluating	Communication Skills	Mitosis and meiosis, types of cell, photo systems 1 and 2, cellular respiration, abnormal cell growth and cancer	Stop Motion Cellular Respiration and Photosynthesis
Q3	Genetics	Relationships	Evidence, Patterns, models	Identities and Relationships	Your identity and relationships with other people are determined by genetic factors: scientific evidence has led to models that help to understand observed patterns of inheritance.	A. Knowing and understanding C. Processing and evaluating	Thinking Skills	Mendelian genetics, gene manipulation, replication, inheritance, mutation	DNA Sequencing
Q4	Evolution	Change	Interaction, environment	Globalization and sustainability	Species change over time through interactions with their environment: the evolution of humans has impacted global biodiversity in ways that may not be sustainable.	B. Inquiring and Designing D. Reflecting on the impacts of science	Research Skills	Natural selection, data analysis and interpretation.	Evolution Final Project
Chemistry	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Structure of an Atom	Systems	Evidence	Orientation in Space and Time	Evidence from physical properties such as masses of nuclei has helped to elaborate our systems for classifying matter and explained the distribution of elements on earth and elsewhere in the universe.	A. Knowing and understanding C. Processing and Evaluating	Communication skills, graphing, tables	Subatomic particles, location and charge, ions, isotopes, atomic models	Build models of atoms and place electrons in a Bohr model
Q2	Bonding	Relationships	Evidence	Identities and relationships	Chemical and physical properties provide evidence of the relationships both between and within atoms.	B. Inquiring and Designing, D. Reflecting on the impacts of science	Communication Skills	Ions, Electron Configuration, Types of Bonds, Lewis Dot Structure, Molecular Geometry, Polymers	Show relationships between the different types of bonds through an artistic medium; investigate the advantages and disadvantages of polymers

Q3	Chemical Reactions, and Stoichiometry	Change	Interactions	Globalization and sustainability	The chemical industry has brought change that affects global interactions with positive and negative environmental impacts.	A. Knowing and understanding, D. Reflecting on the impacts of science	Thinking Skills	Parts of a Chemical Equation, Products & Reactants, Types of Chemical Reactions, Acids and Bases, Moles, Units, Conversions/Dimensional Analysis	Free response test of gram to gram conversions of a chemical reaction using mol relationships
Q4	Energy resources	Change	Energy	Fairness and development	Global exploitation of energy resources relies on energy changes in chemical reactions; global development depends on the fair and equitable exchange of those resources.	B. Inquiring and designing, C. Processing and evaluating	Research Skills	Second Law of Thermodynamics, thermal energy, endothermic vs exothermic reactions, temperature	Create reaction graph from data and determine whether it is endothermic or exothermic.
Physical and Health Education									
Key Concepts:	Change	Relationships	Communication	Development					
Global Contexts:	Identities & relationships	orientation in time & space	fairness & development	scientific and technical innovation	globalization & sustainability				
Grade 9	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Net Games	Communication	Space	Orientation in space and time: boundaries & exchange & interaction	Positive results will give team members a greater understanding of movement and boundaries within court space through successful communication	Criterion C: applying and performing & Criterion D: reflecting and improving performance	Communication	Bump,set,serve drills	- performance of a vball serve & reflection
Q2	Basketball	Change	Space/Function	Orientation in space and time	Changes in Movement knowledge can impact performance	Criterion C: Applying and Performing.	Communication Skills, Thinking-critical thinking skills, Self-Management - Affective Skills (Self Motivation)	Understand the historical and cultural development of this sport.	Basketball layout rubric
Q3	Badminton	Change	Space	Orientation in Space and time	Shot selection increases with control of court space	Criterion D: Reflecting and Improving	Change of direction during rally with partner	Understand: The strategies and tactics involved in the game as well as how the key concept "Logic" applies to badminton	Performance of the badminton serve.
Q4	International Futbol	Relationship	Movement	Identities and Relationships	The relationship of knowledge and application may define identities and relationships	Criterion C: Applying and Performing	Students show change of direction with cone drills.	Rules and Strategies of the game	Performance of a corner kick
Health Unit	Fitness	Aesthetics	Movement	Personal and Cultural Expression	An aesthetically pleasing performance is a personal or cultural expression that has characteristics of creation, meaning and perception of beauty and taste.	Criterion C: applying and performing & Criterion D: reflecting and improving performance	Reflection: Self Awareness	Principles of fitness: cardiovascular fitness, muscular strength, flexibility, muscular endurance, body composition FITT training methodology: Frequency, Intensity, Time, Type Fitness testing: Beep / Bleep Shuttle Run Test, Sit and Reach, use of fitness gram testing Compare and contrast results Data analysis	A reflection on their own health portfolios and action plan with items to follow.
Grade 10	Unit Title	Key Concepts	Related Concepts	Global Contexts	Statements of Inquiry	MYP Subject-Group Objectives	ATL Skills	Content (Topics, Knowledge, Skills)	Summative Assessment
Q1	Touch Football	Change	Space	Relationships	Interactions within teams builds better relationships and positive space. This allows change to become easier to adjust to.	Criterion C: applying and performing & Criterion D: reflecting and improving performance	Change	Touch Football	Throwing and catching a football properly
Q2	Ultimate Frisbee	Communication	Movement	Orientation in Space and Time	Creativity in interactions within and between teams builds positive space for competition	Criterion C: Applying and performing &	Communication	Frisbee	Throwing a frisbee and a target
Q3	Indoor Soccer *Interdisciplinary Unit with Lang/Lit	Change	Interaction	Globalization and Sustainability	The perspective from which we view situations, ideas and opinions can be different from those around the globe and can be changed by interactions with others.	Interdisciplinary Rubrics	Change	Soccer	performing the Corner Kick
Q4	Softball	Communication	Systems	Globalization and Sustainability	Effective systems of verbal and nonverbal communication enhance a teams ability to apply tactics and strategies.	Criterion D: Reflecting and Performing	Thinking - Critical and Creative thinking skills	Development of Softball Skills:Grip , stance, swing, follow through.Rules and Regulations, and Modified Games	Performance of the Softball swing by hitting the ball with the right technique.