<table>
<thead>
<tr>
<th>Unit title</th>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
<th>Statement of inquiry</th>
<th>MYP subject specific objective(s)</th>
<th>ATL skills</th>
<th>Content (topics, knowledge, skills)</th>
</tr>
</thead>
</table>
| It's who I am | Connections | Meaning Message | Identities and relationships | Identity formation is based on connections, meaningful relationships and the messages that we value. | C. i, ii, iii. iv | Communication | • read critically and for comprehension  
• negotiate ideas and knowledge with peers and teachers  
• use a variety of speaking techniques to communicate with a variety of audiences  
• use intercultural understanding to interpret communication  
• organize and depict information logically  
• write for different purposes | - state my name and something about myself for a purpose (name/nickname, prior school, learning style, etc.)  
- provide biographical information about myself (age, birth month, birth order, etc.)  
- describe my personality  
- express my basic preferences  
- identify similarities and differences between myself and a friend (learning style, favorites, preferences, personality, etc.)  
- ask questions of others and answer questions about myself |

| My family and me | Culture | Structure function | Identities and relationships | Analyzing identities and relationships reveals how culture impacts and changes family structures and functions. | B. i, iii. C. i, ii, iii. iv. D. i, ii, iii. | Social- collaboration skills | • listen actively to other perspectives and ideas (social-collaboration skill)  
Communication  
• must read critically and for comprehension | - identify my family members and pets for a purpose (name, age and relationship)  
- describe my family (size, number of people/pets, origin, personality and preferences)  
- describe the physical appearance of myself and my family members |
<table>
<thead>
<tr>
<th></th>
<th>Culture structure</th>
<th>Identities and relationships</th>
<th>Communication</th>
<th></th>
</tr>
</thead>
</table>
| **What is your school life like?** |                   | Culture shapes our educational structures which is reflected in our identity and lifestyle. | • use intercultural understanding to interpret communication  
• negotiate ideas and knowledge with peers and teachers  
• use a variety of speaking techniques to communicate with a variety of audiences  
• organize and depict information logically  
• express similarities and differences between myself and my family (preferences, personality, and physical traits)  
• ask questions of others and answer questions about myself and my family |   |
| A. i. ii. iii.  
D. i. ii. iii | | | Communication |   |
| - identify school subjects & supplies needed for these classes  
- state where classes/rooms are in a school building  
- state what time classes, school meals, and other activities start and end  
- describe my school day and daily class schedule  
- describe what I do in different classes  
- express my class preferences and explain why  
- explain why I like or don’t like a specific class  
- ask and answer questions about classes and school schedules |   |
<table>
<thead>
<tr>
<th>School meals</th>
<th>Culture</th>
<th>Structure context</th>
<th>Identities and relationships</th>
<th>Culture and identity play an important role in the structure of school lunches based on the context of health and well-being.</th>
<th>A. i. iii. B. i. ii. iii. D. i. ii. iii.</th>
<th>Communication</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Identify and describe healthy and unhealthy foods</td>
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<tr>
<td>My style</td>
<td>Creativity</td>
<td>Message audience</td>
<td>Identities and relationships</td>
<td>How we express our creativity for different audiences conveys a variety of messages about our identity.</td>
<td>B. i. ii. iii. D. i. ii. iii.</td>
<td>Communication</td>
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<td>- Identify and describe clothing/accessories using details about color, material, brand etc.</td>
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<td>- Describe clothing and accessories I like to wear.</td>
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<td>- Ask and answer questions about clothing.</td>
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<td></td>
<td>- Describe my personal style.</td>
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<td>- Describe clothing and accessories I like to wear.</td>
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<td>- Identify and describe my clothing/accessories using details about color, material, brand etc.</td>
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<td>- Explain how my personal style reflects my personality and interests.</td>
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</table>
| My faves | Creativity | Purpose function | Identities and relationships | The purpose and function of our lifestyle choices reflect creativity and interests in our personal lives. | A. i. ii. iii  
B. i. ii. iii  
C. i. ii. iii. iv  
D. i. ii. iii. | social – collaboration skills  
• listen actively to other perspectives and ideas  
• exercise leadership and take on a variety of roles within groups.  
Communication  
• use intercultural understanding to interpret communication  
• take effective notes in class  
• make inferences and draw conclusions  
• read critically and for comprehension  
• read a variety of sources for information and for pleasure |
|---|---|---|---|---|---|---|
| Creativity | Purpose function | Identities and relationships | The purpose and function of our lifestyle choices reflect creativity and interests in our personal lives. | A. i. ii. iii  
B. i. ii. iii  
C. i. ii. iii. iv  
D. i. ii. iii. | social – collaboration skills  
• listen actively to other perspectives and ideas  
• exercise leadership and take on a variety of roles within groups.  
Communication  
• use intercultural understanding to interpret communication  
• take effective notes in class  
• make inferences and draw conclusions  
• read critically and for comprehension  
• read a variety of sources for information and for pleasure | I CAN…  
• identify my hobbies, skills, and interests.  
• explain where my hobbies and interests come from (influences, personality etc.).  
• ask and answer questions about my hobbies, skills, and interests  
• identify and prioritize my responsibilities in terms of demands on my time.  
• ask and answer questions about my hobbies, skills, and interests.  
• ask and answer questions about how I spend my time  
• identify the equipment/supplies/clothing needed for different activities. |
organize and depict information logically
share ideas with multiple audiences using a variety of digital environments and media

needed for the activities I enjoy.
· explain why the equipment/supplies/clothing are necessary
· start, maintain, and end a conversation on a variety of familiar topics
· exchange information about subjects that are of interest to me
· describe, explain and justify choices related to daily activities and personal preferences
· use my language to perform a task that requires multiple steps
· use my language to handle a situation that may have a complication
· use more nuanced, precise, and varied language in all modes
· generate questions to guide planning for community and personal events
· negotiate information related to events, plans, instructions, and directions
· identify the basic purpose, main idea and supporting details of a variety of authentic resources such as ads, announcements, and other simple recordings
<table>
<thead>
<tr>
<th>My community</th>
<th>Culture</th>
<th>Form structure</th>
<th>Orientation in time and space</th>
<th>Culture is reflected in our community boundaries and structures, which are expressed in different forms.</th>
<th>B i. iii D. i.</th>
<th>Communication</th>
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<td>• use appropriate forms of writing for different purposes and audiences</td>
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<td></td>
<td></td>
<td>• describe my house and where it is located</td>
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<td></td>
<td>• explain what activities my family and I do in our house and where we do them</td>
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<td>• identify places in my community and explain what activities happen there</td>
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<td></td>
<td>• ask and answer questions about my community</td>
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</tbody>
</table>
house and places in my community
- identify popular tourist destinations in Maryland
- suggest locations in Maryland for people to visit
- describe what activities people can do in various locations in Maryland
- ask and answer questions about tourist destinations in Maryland