

**What is Happening During the 2nd Trimester of 6th Grade?**

**Statements of Inquiry**

The IB MYP emphasizes the power of **“the big picture.”** This means that teachers work to collaboratively develop a single, central statement for each unit that captures and reflects what’s so important about what students are learning – this is called the **statement of inquiry**. This statement represents the greater learning our students achieve **through** our content, leaving a permanent mark of greater knowing and understanding that will continue to develop throughout their lives.

**Language A**

When communication is imagined with purpose behind the structure, it results in powerful self-expression**.**

**Math**

*Unit One* - To make logical, balanced decisions, we identify and simplify the situation**.**

*Unit Two* - Social entrepreneurs will identify the system that represents the relationship between known and unknown information.

*Unit Three* - Finding balanced solutions can be achieved by following logical processes of simplification.

**Science**

*Unit One -* Scientists use models to represent the movement of matter and energy throughout ecosystems.

*Unit Two -* A population’s diversity and interconnections are impacted through relationships and interactions.

**Humanities**

*Unit One* - Scientific and Technological changes impact politics, economics and culture.

*Unit Two* - If a culture can successfully use and control its environment, that culture can become a globally dominant force through trade or conquest in that region.

simplification.

*Years from now, when the dates, formulas and facts have all but disappeared, what remains? Through the hard work, collaboration, and deep thinking of our teachers…****our statements***

**PE/Health**

*Unit One –* Students make choices to try to make a positive change in their fitness levels.

*Unit Two –* The relationship and interactions we have with one another and our choices affect our successfulness.

**Language B**

**French:**

*Unit One* - Interactions with others can have different meanings leading to diverse messages.

*Unit Two* - The purpose of understanding people’s likes & dislikes is to allow us to connect with others.

**Spanish:**

*Unit One* - Talking to others about your school experiences can build connections and stronger peer-to-peer relationships.

Unit Two - Dietary and lifestyle choices vary within the context of culture

**Arts**

**Visual Arts**:

The connections we make between different cultures and social constructs and our personal philosophies help us to create a new visual culture.

**Performing Arts:**

*Unit One -* The development of voice/performance building will lead to musicians who understand the relationship between technique and healthy singing/performing.

*Unit Two -* Rhythms communicate a composer’s intent to provide you with information to correctly play and then later compose your own music.

**Speech, Drama & Debate:**

*Unit One* - The composition of identities and relationships changes with theatrical interpretation.

*Unit Two -* Interpretation of literature takes form through actor and audience personal and cultural expression.

**Design**

Human development combined with innovation and evaluation, develops solutions to solve or satisfy human needs or wants.

\*Some students may take this course Tri. 1 or 3

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