

# Grade 6 Language and Literature English

## Course information

In this course, students develop critical, creative, and personal approaches to studying literary and non-literary texts. The class addresses the concepts of Communication, Creativity, Connections, and Perspective through studies in language and literary texts. Students demonstrate their understanding through formative and summative assessments that represent the criteria posted below in blue font. Units for the course are listed below and can be accessed on Managebac.

### Stories and Writers

**Key Concept:** Identity

**Related Concepts:** Audience, purpose, character, structure, theme, style

**Global Contexts:** Identities and Relationships

**Skills:** Analyzing author's writing style, close-reading, creative writing

**Resources:** Stories from oral traditions- folk/fairy tales- 'Yeshen', 'Ashenputtle'. 'The Dinner Party' 'The Open Window'

### Assessment Criteria

A - Analyzing

B - Organizing

C - Producing Text

D - Using Language

### Media Manipulation

**Key Concept:** Communication

**Related Concepts:** Genre, purpose, theme, structure, style

**Global Contexts:** Personal and cultural expression

**Skills:** Analyzing how meaning is constructed, discussion and presentation skills

**Resources:** Multi-modal media texts- current affairs/news/'Epic Rap Battles'/ PSAs/Advertising

### Poetry/Play- Shakespearean Comedy

**Key Concept:** Aesthetics

**Related Concepts:** Style, context, purpose, style, theme, audience

**Global Contexts:** Personal and cultural expression

**Skills:** Analyzing and interpreting poetic style, technique, and devices

**Resources:** Poems cultural and traditional- Performance poetry- Koyczan/Mali/Slam Poets

### Novel

**Key Concept:** Form

**Related Concepts:** Genre, style, theme, structure

**Global Contexts:** Orientation in time and space

**Skills:** Literary analysis, close reading, analytical essay writing

**Resources:** *D Ellis' The Breadwinner*



English Language and Literature Grade 6

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# Grade 6 Language and Literature Chinese

## Course information

In this course, students develop critical, creative, and personal approaches to studying literary and non-literary texts. The class addresses the concepts of Communication, Creativity, Connections, and Perspective through studies in language and literary texts. Students demonstrate their understanding through formative and summative assessments that represent the criteria posted below in blue font. Units for the course are listed below and can be accessed on Managebac.

### Education

**Key Concept:** Communication

**Related Concepts:** Theme, character, context

**Global Contexts:** Identities and relationships

**Skills:** Researching, identifying the content, context, language, structure, technique and style of texts

**Resources:** A variety of Chinese essays from different authors

### Immigration

**Key Concept:** Connection

**Related Concepts:** Point of view, purpose, self-expression

**Global Contexts:** Personal and Cultural Expression

**Skills:** Analyzing, close reading, employing organizational structures to suit audience and purpose, persuasive writing

**Resources:** Various classic travel essays

### Adaptation

**Key Concept:** Perspective

**Related Concepts:** Theme, context, style

**Global Contexts:** Identities and Relationships

**Skills:** Analytical reading and writing, justifying opinions and ideas, using examples and explanations, interpreting similarities and differences between texts

**Resources:** Chinese ancient poetry and essays on the theme of homesickness from different authors

### Media and Entertainment

**Key Concept:** Creativity

**Related Concepts:** Point of view, audience and purpose

**Global Contexts:** Personal and cultural expression

**Skills:** Organizing opinions and ideas in a coherent and logical manner, using appropriate and varied vocabulary, writing and speaking in appropriate register and style

**Resources:** Different texts about the internet, movies, TV and social media

## Assessment Criteria

### A - Analyzing

### B - Organizing

### C - Producing Text

### D - Using Language



Chinese Language and Literature Grade 6

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# Grade 6 Mathematics

## Course information

This is a program that gives all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of the course. Students are challenged to make connections of mathematics to real-world situations and recognize mathematical patterns through investigations. The course explores the concepts of Form, Relationships, and Logic using the assessment criteria listed below in blue font. Units for the course are listed below and can be accessed on Managebac.

### Equivalence (Fractions, Decimals, Percentages)

**Key Concept:** Relationships

**Related Concepts:** Change, pattern

**Global Contexts:** Scientific and technical innovation

**Skills:** Selecting appropriate mathematics when solving problems, using different forms of mathematical representation to present information

**Resources:** Haese & Harris textbook

### Assessment Criteria

**A - Knowing and Understanding**

**B - Investigating Patterns**

**C - Communicating**

**D - Applying Mathematics in Real Life Contexts**

### Polygons and Solids

**Key Concept:** Form

**Related Concepts:** Space, measurement

**Global Contexts:** Personal and cultural expression

**Skills:** applying geometric rules, communicating coherent mathematical lines of reasoning, organizing information using a logical structure

**Resources:** Haese & Harris textbook

### Measurement (Area and Volume)

**Key Concept:** Development

**Related Concepts:** Measurement, representation

**Global Contexts:** Orientation in time and space

**Skills:** Selecting appropriate mathematical strategies, explaining the degree of accuracy of a solution, using appropriate mathematical language

**Resources:** Haese & Harris text, math resources

### Introduction to Algebra

**Key Concept:** Logic

**Related Concepts:** Equivalence, simplification, pattern

**Global Contexts:** Scientific & Technical Innovation

**Skills:** Using different forms of mathematical representation, understanding systems, methods, processes and solutions

**Resources:** Haese & Harris textbook

### Design and Probability

**Key Concept:** Systems

**Related Concepts:** Model, representation

**Global Contexts:** Scientific & Technical Innovation

**Skills:** Recognizing underlying patterns and generalizations, applying mathematical problem-solving and strategies



**Mathematics Grade 6**

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# Grade 6 Science

## Course information

This course keeps inquiry as the foundation of teaching and learning. Students work independently and collaboratively to investigate topics through research, experimentation, and observation. Students also explore the connections between science and every day life. The concepts addressed throughout the year include the ideas of Change, Relationships, and Systems. In Grade 6, students undertake a general introduction to Scientific study, and explore the topics of Cell Biology, Chemistry, and Genetics. Attainment is assessed using the criteria listed in blue below.

### Assessment Criteria

#### Introduction to Science

**Key Concept:** Systems  
**Related Concepts:** Evidence, interaction, consequences  
**Global Contexts:** Identities and relationships  
**Skills:** Understanding Scientific Method, formulating hypotheses, making inferences, testing variables  
**Resources:** Lab equipment, calculator

#### A - Knowing & Understanding

#### Cells to Organisms

**Key Concept:** Systems  
**Related Concepts:** Interaction, form  
**Global Contexts:** Scientific and technical innovation  
**Skills:** Investigating, applying scientific knowledge, interpreting information, communicating findings  
**Resources:** Microscopes, slides

#### B - Designing & Inquiring

#### Chemistry

**Key Concept:** Change  
**Related Concepts:** Interaction, transformation  
**Global Contexts:** Identities and Relationships  
**Skills:** interpreting information to make scientifically supported judgements, presenting data, describing improvements to the method  
**Resources:** lab equipment, chemicals

#### C - Processing & Evaluating

#### Genetics and Evolution

**Key Concept:** Change  
**Related Concepts:** Patterns, environment, transformation  
**Global Contexts:** Globalization and sustainability  
**Skills:** Applying scientific knowledge, interpreting information to make judgements, outline results using scientific reasoning  
**Resources:** lab equipment, online sources

#### D - Reflecting on the Impacts of Science



# Grade 6 Social Studies

## Course information

In this course students are challenged to respect and understand the world from historical, geographical, social, economic, religious and cultural perspectives. Through explorations that discuss the impact of these approaches on the individual, society and environment, the course approaches concepts of Change, Global Interactions, Systems, Time, Place and Space. Grade 6 students focus specifically on units in Geography and History. The assessment criteria are listed below in blue. The units are posted as an overview and can be accessed on Managebac.

### Where do we live?

**Key Concept:** Time, place and space  
**Related Concepts:** Perspective, resources, identity  
**Global Contexts:** Orientation in time and space  
**Skills:** Demonstrating knowledge of subject-specific content, using information to give an opinion  
**Resources:** Atlases, online sources

### Assessment Criteria

#### A - Knowing & Understanding

### Structures

**Key Concept:** Systems  
**Related Concepts:** Innovation and revolution, processes  
**Global Contexts:** Orientation in space and time  
**Skills:** Discussing and interpreting origin, purpose, values, and limitations of primary documents  
**Resources:** Primary and secondary source documents

### Society's Response to Natural Hazards

**Key Concept:** Systems  
**Related Concepts:** Resources, causality, choice  
**Global Contexts:** Science and technical innovation  
**Skills:** developing a research question, following an action plan, collecting and recording relevant information, using citations  
**Resources:** Textbook, maps, primary source documents

#### B - Investigating

#### C - Communicating

#### D - Thinking Critically

### Life in the Middle Ages

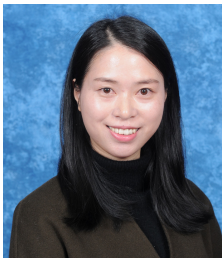
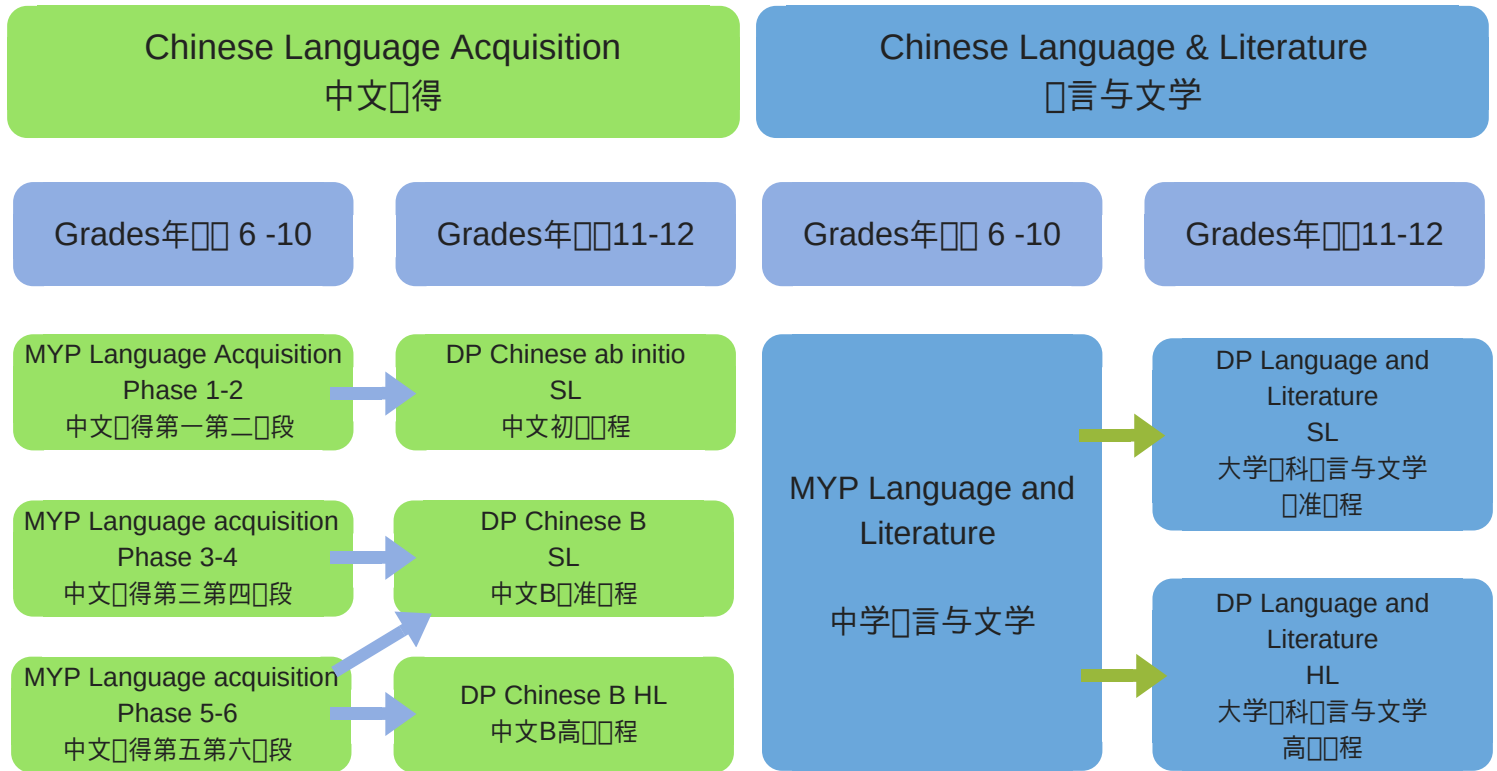
**Key Concept:** Time, place, and space  
**Related Concepts:** Perspective, identity, innovation and revolution  
**Global Contexts:** Fairness and development  
**Skills:** Researching perspectives of historical events, and making judgments on evidence, essay writing  
**Resources:** Primary source documents and historiography



# Grade 6 Language Acquisition

## Language Pathways

Students can choose a language pathway that best fits their mother tongue and language needs. With language classes for native speakers and speakers of other languages, the phases of instruction match student levels. Students can take courses in Chinese, Spanish, or English language acquisition.



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Languages Grade 6

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# Grade 6 Language Acquisition

## Understanding the Phases of Language Acquisition

In Language Acquisition, teaching and learning is organized into six phases. These phases do not correspond to particular age groups or MYP year levels, and students do not necessarily begin in phase 1 – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum.

When planning the language acquisition curriculum at HIS, teachers decide the most suitable phase in which to place individual students from a wide-ranging evaluation of the student's ability in all four language skill areas: reading, writing, speaking, and listening. Our phases are grouped into three classes: phase 1 and 2 (beginners), phase 3 and 4 (intermediate), and phase 5 and 6 (advanced) \*

A general overview of the attainment profile of a student at the transition points between the phases is provided below:

### Phase 1 and 2 students should:

- understand and respond to simple spoken and written texts
- identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language
- demonstrate their comprehension in short oral and written form
- interact to share information in a limited range of familiar situations using basic language appropriate to a limited range of interpersonal and cultural contexts
- be aware that language varies according to purpose and audience

### Phase 3 and 4 students should:

- understand and respond to a variety of spoken and written texts
- interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed
- engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts
- communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class
- identify aspects of format and style, and speak and write with a clear sense of audience and purpose

### Phase 5 and 6 students should:

- analyze specific information, ideas, opinions and attitudes presented in oral, visual and written language
- draw conclusions, infer information and recognize implied opinions and attitudes
- respond and react to questions and ideas in a range of spoken, visual and written texts
- engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations.
- organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. Interpret and adapt aspects of format, register and style of language

# Grade 6 Language Acquisition

## Course information

Students are expected to develop competence in multiple languages while gaining respect for cultural perspectives that relate to the languages learned. At HIS, students can choose from Chinese or Spanish courses to develop their skills as multilingual learners. Various levels are offered for student growth in concepts of Connections, Creativity, and Culture. In Grade 6, students can learn Chinese from phase 2 - 6 and Spanish from phase 2-4. Assessments will utilize the criteria posted in blue below.

### School Life

**Key Concept:** Communication

**Related Concepts:** Message, function, context

**Global Contexts:** Orientation in space and time

**Skills:** Accessing a range of spoken, written, and visual texts for communicating with others

**Resources:** Vocabulary, articles, and reading passages

### Assessment Criteria

**A - Comprehending Spoken and Visual Text**

**B - Comprehending Written and Visual Text**

**C - Communicating in response to spoken / written / visual text**

**D - Using Language in Spoken or Written Form**

### Adapting

**Key Concept:** Culture

**Related Concepts:** Meaning, empathy, and point of view

**Global Contexts:** Identities and relationships

**Skills:** Articulating identity formation, self-esteem, status, role models, personal efficacy, attitudes, and motivations

**Resources:** Vocabulary, articles, and reading passages

### Immigration

**Key Concept:** Connection

**Related Concepts:** Audience, purpose, conventions

**Global Contexts:** Orientation in space and time, fairness and development

**Skills:** Understanding how language changes due to cultural influences, purposes, and audience needs

**Resources:** Vocabulary, articles, and reading passages, student dialogues

### Entertainment

**Key Concept:** Creativity

**Related Concepts:** Word choice, form, patterns

**Global Contexts:** Personal and cultural expression

**Skills:** Researching and presenting cultural elements in arts, crafts, and the creative process

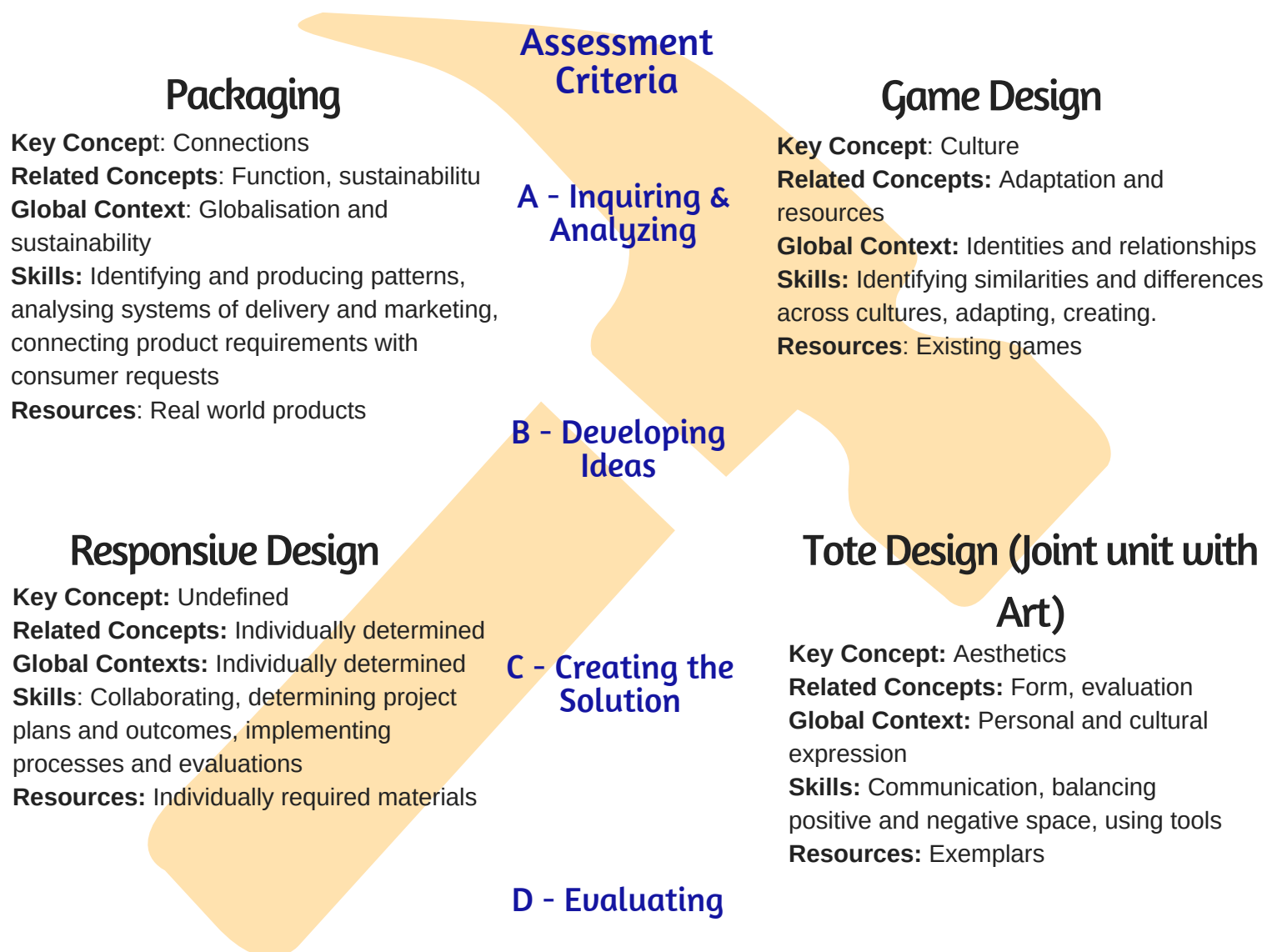
**Resources:** Vocabulary, articles, and reading passages



# Grade 6 Design

## Course information

Class 6 explores the design cycle in a practical and visceral nature. Looking at products which they use and games that they play; they reimagine known items, making them better or just different. Students engage with design both theoretically and in practice, creating a pin-up presentation for the packaging unit but actually creating working games and user defined totes. One unit is left undefined; this allows for an adaptive response to a global event or class specific interest. The course uses the assessment criteria posted below for feedback and guidance.



# Grade 6 Visual Arts

## Course information

Grade 6 Visual Arts students begin the course learning about artists like Cai Guo-Qiang and Li Hongbo, discussing how their art is innovative. Students design a new method or tool to create art and to strive for innovation. They record their reflections, planning, and ideas in their sketchbooks throughout the process. Students later research and presented about the art movement of Op Art, and create optical illusion covers for their sketchbooks. Students next study the art of M.C. Escher and present his artistic methods to the class, focusing on his mathematical work with tessellations to create their own tiles that repeated and fit together in interesting ways. The term ends with an interdisciplinary unit with Design, creating unique tote bags for clients. Attainment is assessed on the criteria listed below:

### Innovation in Art

**Key Concept:** Change

**Related Concepts:** Boundaries, innovation

**Global Contexts:** Orientation in space and time

**Skills:** Communicating, reflecting, creative thinking, generating ideas, developing and following through with plans

**Resources:** Exemplars, online sources

### Assessment Criteria

**A - Knowing & Understanding**

**B - Developing Skills**

**C - Thinking Creatively**

**D - Responding**

### The Art of Illusion

**Key Concept:** Aesthetics

**Related Concepts:** Audience, composition

**Global Contexts:** Personal and cultural expression

**Skills:** Collaborating, researching, presenting, planning aesthetic compositions, artistic techniques

**Resources:** <https://www.youtube.com/watch?v=c-Qlj7E6CR8>

### Tote Design (Joint unit with Design)

**Key Concept:** Aesthetics

**Related Concepts:** Form, evaluation

**Global Context:** Personal and cultural expression

**Skills:** Communication, balancing positive and negative space, using tools

**Resources:** Exemplars



# Grade 6 Music

## Course information

The Grade 6 Music course focuses on creative thinking, skill development, the context of music, knowledge, and general musical understanding. Students will develop instrumental and performance skills, and will explore the concepts of Aesthetics, Change, Communication, and Identity through the following units. Attainment is assessed using the criteria listed below:

### Everyday Sounds

**Key Concept:** Aesthetics  
**Related Concepts:** Composition, innovation  
**Global Contexts:** Scientific and technical innovation  
**Skills:** Recording sounds from everyday life,  
**Resources:** Garageband, recording devices

### Assessment Criteria

A - Knowing & Understanding

B - Developing Skills

C - Thinking Creatively

D - Responding

### Elements of Music

**Key Concept:** Communication  
**Related Concepts:** Genre, audience  
**Global Contexts:** Orientation in time and space  
**Skills:** Demonstrating awareness of music, acquiring and developing musical skills and techniques, learning musical terminology  
**Resources:** Online sources, various musical exemplars

### You Can Play!

**Key Concept:** Identity  
**Related Concepts:** Play, expression  
**Global Contexts:** Identities and relationships  
**Skills:** Learning and playing a variety of songs on the ukulele, demonstrating the application of skills  
**Resources:** Ukulele, sheet music

### Mix and Mash

**Key Concept:** Change  
**Related Concepts:** Audience, interpretation  
**Global Contexts:** Personal and cultural expression  
**Skills:** Creating a medley of songs using ukulele skills and music technology  
**Resources:** Musical instruments and recording equipment



# Grade 6 Physical and Health Education

Giving students an opportunity to understand and appreciate the value of being physically active and making healthy life choices is an important part of high school. Students will learn about and learn through physical activity in the PE portion of the course, which meets twice a week, while they explore . health and wellness issues through the Health portion of the course, which meets once a week. Combined, the course addresses the concepts of Change, Systems, and Relationships. The assessment criteria are listed below:

## A -Knowing & Understanding

## B - Planning for Performance

## C - Applying & Performing

## D - Reflecting and Improving Performance

### Physical Fitness

**Key Concept:** Change

**Related Concepts:** Movement, environment, choice

**Global Contexts:** Identities and relationships

**Topic Area:** Physical Education

**Skills:** Demonstrate and implement a plan to improve and maintain ongoing physical fitness.

**Resources:** PE Equipment, fitness journal

### Nutrition

**Key Concept:** Change

**Related Concepts:** Choice, environment, energy

**Global Contexts:** Identities and relationships

**Topic Area:** Health

**Skills:** Understanding energy balance, investigating external influences, creating healthy eating plans

**Resources:** Nutrition education materials, meal planning logs, student reflections

### Games Skills

**Key Concept:** Systems

**Related Concepts:** Space, movement, choice

**Global Contexts:** Personal and cultural expression

**Topic Area:** Physical Education

**Skills:** Demonstrating and applying a range of skills and techniques effectively using movement concepts and applying information to perform effectively

**Resources:** PE equipment

### Aquatics

**Key Concept:** Relationships

**Related Concepts:** Refinement, movement, function

**Global Contexts:** Identities and relationships

**Topic Area:** Physical Education

**Skills:** Demonstrating and refining effective technique in a variety of swimming and aquatic activities

**Resources:** Pool, swimming aids

### Rhythm and movement

**Key Concept:** Change

**Related Concepts:** Choice, movement, space

**Global Contexts:** Identities and relationships

**Topic Area:** Physical Education

**Skills:** Designing and performing dance movements with creativity and fluency

**Resources:** Dance Resources, reflective journal



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# Grade 6 Team

## Advisors



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# Grade 6 Projects & ATLs

## Project and ATL Skills

Projects and ATL Skills class meets weekly with a teacher to provide academic skill development. Students gain feedback and support from their project period instructor and projects coordinator.

### ATL 1 - Self-Management

**Strands:** Organization skills, affective skills and reflection skills

**Unit Description:**

Demonstrate and carry out the HIS Academic Game Plan. This consists of a digital filing system, a binder system, a daily planner, MLA format, ManageBac tools, goal-setting techniques and note-taking strategies. These strategies will be checked for usage by project period instructors.

### ATL 3 - Research

**Strands:** Information literacy skills, media literacy skills

**Unit Description:**

Complete an argumentative essay and work through the writing process. This will consist of a brainstorming process, an outline process, thesis statement, introduction, body, conclusion, a first draft, peer review, second draft, teacher review and published draft.

### Assessment Criteria

#### Planning

#### Investigating

#### Taking Action

#### Reflecting

### ATL 2 - Communication

**Strands:** Communication Skills

**Unit Description:**

Identify and evaluate a variety of media, reading skills and strategies. Including completing a first read, second read, third read, and close read of a short article with accompanying supportive media material such as audio, pictures and video.

### ATL 4 - Social

**Strands:** Collaboration skills,

**Unit Description:** Practice filmmaking techniques in a group to showcase a film in the HIS Student Film Festival. Students will work through forming a group, delegating roles, idea creation, script-writing, storyboarding, filming, sound design editing, peer review, final cut, and production of a film of their creation.

### ATL 5 - Thinking

**Strands:** Critical thinking skills, creative thinking skills and transfer skills

**Unit Description:**

Reflect on the ATL skills students have used throughout the year in a final task to be loaded onto ManageBac. This reflective paper will demonstrate the use of all five ATL skill categories, three of the learner profile traits, a global context and the product life cycle.



**Projects & ATLs Grade 6**

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# Grade 6 Advisory

## Advisory

The Grade 6 advisory program provides opportunities for students to work in a small group with an advisor on topics ranging from change and transition to organisation skills. Students are enabled to reflect on their IB Learner Profile attributes in a supportive and challenging environment. Individualised attention and support are at the heart of this program, which is designed to support the development of positive values, strong character, and healthy social interactions. General Topics are listed below.

### China Trips

**Key Concept:** Communication

**Global Context:** Globalization & Sustainability

**Skills:** Students will prepare for the trip to a site in Ningbo, Zhejiang Province. During this experience, they will develop communication and interaction skills to collaborate with others, connect with cultural events, and take part in outdoor experiential learning.

**Resources:** Working with Karst Climber for activities and cultural events

<https://www.his-china.org/extend/trips/grade-6-ningbo-experience>

### Organizational Skills

**Key Concept:** Systems

**Global Context:** Scientific & Technical Innovation

**Skills:** Personal organizational techniques, use of computer for maximization of organization

**Resources:** Online portals and calendars

### Character / Values

**Key Concept:** Identities

**Global Context:** identities and relationships

**Skills:** Understanding personal responsibilities, cooperating, behaving with empathy

**Resources:** Online resources

### Cyber Safety

**Key Concept:** Communication

**Global Context:** Personal and cultural expression

**Skills:** managing a safe online presence, appropriate tech usage

**Resources:** Online resources

### Service Learning

**Key Concept:** Communities

**Global Context:** Globalization & Sustainability

**Skills:** Supporting community programs, personal interaction, collaborative projects

**Resources:** Community Needs