

# SHAPING MY KNOWLEDGE

ORANGE STAGE - TERM 2



## Today, a new form of education in Mexico is born!

We started this adventure with various thought-provoking questions: How can we prepare students to confront today's uncertainty and complexity in a world of constant change? How can we design and launch an innovative project aimed at tearing apart all educational limitations by bringing subjects and languages together? How can social interaction be modified in order to remove an outdated vision of content that only serves to restrict the natural connection between learning and life? How can we create content that will integrate students with other international programs?

In striving to find an answer to these questions, at UNOi, we have created a state-of-the-art educational model that both focuses on what students need and connects all levels of basic education. Today, a new form of education in Mexico is born! Based on an ingenious and unprecedented syllabus, each page aims to shift the focus of every lesson onto the student in a way which is transversal, meaningful, and above all, transcendental.

At UNOi, our vision is founded on a core belief: If we can improve the way we learn, the potential for positive social change is limitless.

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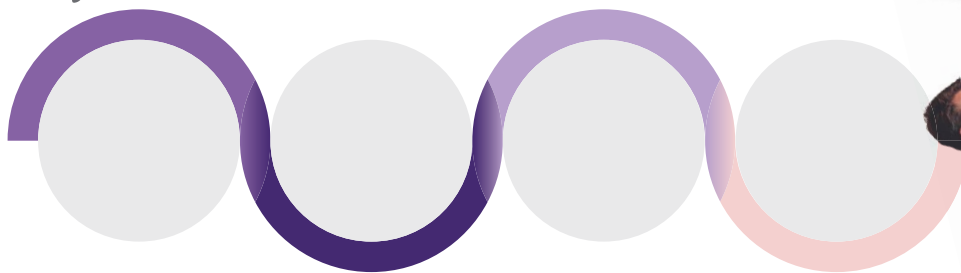


# This is my **SHAPING** **MY KNOWLEDGE** learning log!

THIS LEARNING LOG BELONGS TO:



SELF-CARE  
BE LIKE...



This photo is a perfect movie poster...

FOLLOW

PASTE A PHOTO  
AND WRITE A  
TITLE!



362 likes



THESE ARE MY  
FAVORITE FILMS:

© UNOI



# Table of CONTENTS

6

What's in my Shaping  
My Knowledge learning log?



8

**WEEK**  
ONE

- 10 Skills for Life
- 12 Science
- 14 Social Studies
- 16 Arts
- 18 Maker Zone
- 19 BE Aware of Your Progress

44

**WEEK**  
FOUR

- 46 Skills for Life
- 48 Science
- 50 Social Studies
- 52 Arts
- 54 Maker Zone
- 55 BE Aware of Your Progress

20

**WEEK**  
TWO

- 22 Skills for Life
- 24 Science
- 26 Social Studies
- 28 Arts
- 30 Maker Zone
- 31 BE Aware of Your Progress

56

**WEEK**  
FIVE

- 58 Skills for Life
- 60 Science
- 62 Social Studies
- 64 Arts
- 66 Maker Zone
- 67 BE Aware of Your Progress

32

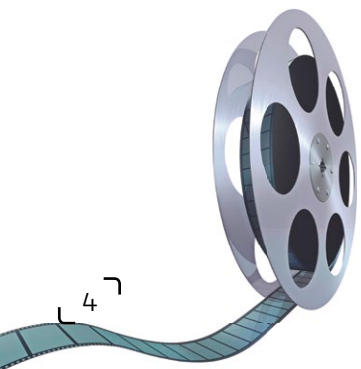
**WEEK**  
THREE

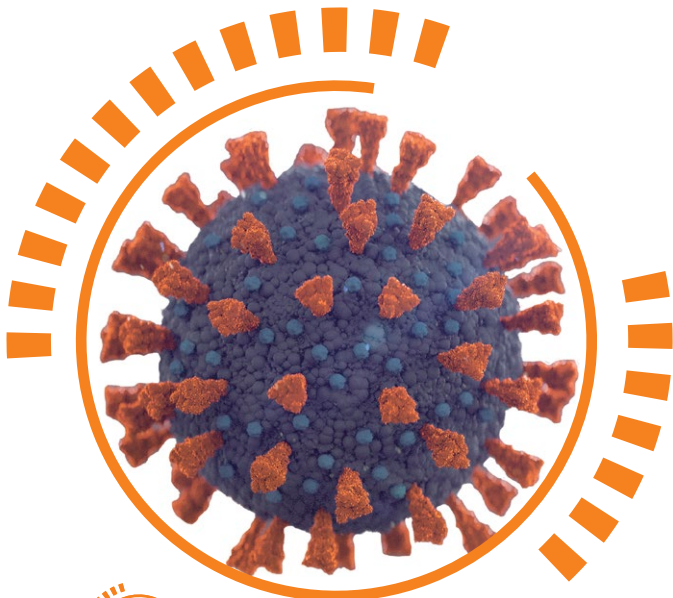
- 34 Skills for Life
- 36 Science
- 38 Social Studies
- 40 Arts
- 42 Maker Zone
- 43 BE Aware of Your Progress

68

**WEEK**  
SIX

- 70 Skills for Life
- 72 Science
- 74 Social Studies
- 76 Arts
- 78 Maker Zone
- 79 BE Aware of Your Progress





## 80 WEEK SEVEN

- 82 Skills for Life
- 84 Science
- 86 Social Studies
- 88 Arts
- 90 Maker Zone
- 91 BE Aware of Your Progress

## 92 WEEK EIGHT

- 94 Skills for Life
- 96 Science
- 98 Social Studies
- 100 Arts
- 102 Maker Zone
- 103 BE Aware of Your Progress

## 104 WEEK NINE

- 106 Skills for Life
- 108 Science
- 110 Social Studies
- 112 Arts
- 114 Maker Zone
- 115 BE Aware of Your Progress

## 116 WEEK TEN

- 118 Skills for Life
- 120 Science
- 122 Social Studies
- 124 Arts
- 126 Maker Zone
- 127 BE Aware of Your Progress

## 128 WEEK ELEVEN

- 130 Skills for Life
- 132 Science
- 134 Social Studies
- 136 Arts
- 138 Maker Zone
- 139 BE Aware of Your Progress

## 140 WEEK TWELVE

- 142 Skills for Life
- 144 Science
- 146 Social Studies
- 148 Arts
- 150 Maker Zone
- 151 BE Aware of Your Progress

## 152 Sustainability





# What's in my SHAPING MY KNOWLEDGE learning log?

## Skills for Life

In this section, you will acquire skills and strategies to understand yourself better, manage stress, build strong friendships, and make wise decisions. Think of it as your toolkit for growing up confident, kind, and ready for whatever life throws your way. Let's get started on becoming the best version of yourself!

## Science

To make an impact on the world, we first need to understand how it works. In this section, you will learn more about Biology, Physics, and Chemistry while you develop your language skills.

## Social Studies

In this section, you'll learn more about History, Geography, and Geology so you understand how our society became what it is today. You'll be developing your cultural awareness as well as your communicative skills.

### Science

#### What do you notice in the world around you?

Look all around you for 30 seconds. In the space below, note down everything that you see. Compare your ideas with a classmate.



Read "The Apple Doesn't Fall Far From the Tree." Complete the sentences with the correct words from the text.

- An \_\_\_\_\_ did not fall sideways.
- \_\_\_\_\_ pondered the movement of the apple and thereby created the law of universal gravitation.
- Thanks to the gravitational pull of the Earth, \_\_\_\_\_ doesn't float into space.
- A formula was created by further \_\_\_\_\_ allowing them to calculate gravitational force.



#### The Apple Doesn't Fall Far From the Tree

Legend has it that in 1643, Sir Isaac Newton saw an apple fall from a tree into his garden and hit the ground. Although an everyday occurrence, it dawned on him that the apple fell toward Earth, not sideways or sideways, and he began to ponder why.

Newton discovered this was due to the law of universal gravitation, which states that there is a force of attraction that acts on all matter, and that the larger the body, the larger the force. This was why the apple was pulled toward the Earth, and not any other direction.

This force has significant implications for life on Earth and how we interact with our environment. Without a gravitational pull, we would not exist, for all matter would be floating in space, disconnected from other forms. Thanks to gravity, like Newton's apple, all surrounding matter is drawn towards our massive planet, and we can survive.

Further scientists created a formula to calculate this gravitational force. They determined that the force between two objects equals the multiplication of the two masses and a universal constant divided by the square of the distance between them. By harnessing this formula, we can better understand how the elements of our world interact with one another and build the fantastic places we call home.

- Read the text again. Match the words to their definitions.
- dawn (on)
  - skywards
  - ponder
  - gravitational
  - dawn
  - harnessing

Using the words in bold from the text, write a brief description in your notebook of the law of universal gravitation and Newton's role in its discovery.



### Social Studies

#### What do you wonder about?

Working with a classmate, fill in the organizer with one question you have about the natural world, human life, or the universe.

Question	Answer

Read "An Ounce of Common Sense Is Worth a Pound of Theory." Identify the main topic of each paragraph.

1. It describes the process of the scientific method.
2. It describes the difficulties and the benefits of using the scientific method.
3. It explains the importance of the scientific method. It also mentions who uses it.

Read the text again. Complete the questions with the correct letter.

- What levels of \_\_\_\_\_ do you like to observe?
  - low
  - phenomena
  - hypothesis
  - theory
- How many times do you typically observe your \_\_\_\_\_ before it's tested?
  - one
  - five
  - ten
  - hundred
- What was the first \_\_\_\_\_ that you ever tested?
  - idea
  - theory
  - hypothesis
  - experiment
- What can you do to prevent \_\_\_\_\_ in your investigations?
  - low
  - phenomena
  - hypothesis
  - theory

#### An Ounce of Common Sense Is Worth a Pound of Theory

The history of science is that it is based on fact and observation, not on theory, opinion, or philosophical ideas. Scientists do not simply accept what is said to them, but follow a scientific method to support or disprove it. This method is so effective that it is used in the real world, such as medicine and biology, and in the social sciences, such as psychology, sociology, and anthropology.

The scientific method follows multiple steps, starting with observing a phenomenon. Next, the problem is defined, and a hypothesis, a statement to be proven or disproven, is created. With the hypothesis defined, experiments must be designed and conducted to test it. The results must be compared to the original hypothesis and, if they are not the same, the hypothesis is rejected. If they are the same, the hypothesis is accepted.

Nevertheless, scientists constantly question theories to find out more. Although the concept is simple, the process can be tedious. It might take scientists years, even decades, of repeated trial and error before the theory is the answer. The scientific method is not a magic wand that can solve all problems, and it is not always used, ensuring that we don't just believe what we want. Science is valuable for truth and questions that regardless of any personal predisposition, fact and proof.

Read the text again. Complete the questions with the correct letter.

- What levels of \_\_\_\_\_ do you like to observe?
  - low
  - phenomena
  - hypothesis
  - theory
- How many times do you typically observe your \_\_\_\_\_ before it's tested?
  - one
  - five
  - ten
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- What was the first \_\_\_\_\_ that you ever tested?
  - idea
  - theory
  - hypothesis
  - experiment
- What can you do to prevent \_\_\_\_\_ in your investigations?
  - low
  - phenomena
  - hypothesis
  - theory

With a classmate, imagine that you are interviewing a scientist about the scientific method. Ask one another the questions from Exercise 3.



### Skills for Life

#### Are you an optimist or a pessimist?

Note a time when you stayed positive in a difficult moment. Share your experience with a classmate.

Read "Positive Polly." Match the strategy to the paragraph.

- Paragraph 2
  - Be appreciative of what you have.
  - Revel in the changes you have made.
  - Avoid focusing on the negative.
- Paragraph 3
  - Be appreciative of what you have.
  - Revel in the changes you have made.
  - Avoid focusing on the negative.
- Paragraph 4
  - Be appreciative of what you have.
  - Revel in the changes you have made.
  - Avoid focusing on the negative.

Read the text again. Answer the questions below.

- What does having a positive mindset entail?
- What tool can remind you to be grateful?
- What can distract us from finding solutions?
- Who should you celebrate your successes with?

With a classmate, read the situations below. Discuss the optimistic response to them.

- You get a poor mark on a test that you studied hard for.
- You try out for the school play, but there is stiff competition for the leading roles.
- You just joined a new club and don't know anyone else yet.

#### Positive Polly

- A positive mindset is about staying optimistic and looking for opportunities in the face of challenges. It is not easy for most of us to develop, but with the proper understanding, we can reprogram ourselves to take on a brighter outlook on life.
- Firstly, positivity starts from gratitude. Feeling grateful for what you have helps you appreciate things more, drifting your focus away from what you lack. The more thankful we are, the more we reprogram what we have, and the more optimistic our thinking becomes. Keeping a gratitude journal can remind you how lucky you are.
- Focusing on solutions is another essential step towards developing a resilient mindset. It is easy to fall into the trap of dwelling on problems, but this rarely leads to solutions. Although you might have had difficulties, reflecting on the solutions that got you past them will help you forge new paths. Growth opportunities abound if you are open to looking for them.
- Finally, change takes time, and you must celebrate your progress to maintain your motivation. Doing so will motivate you to keep going, no matter how small a step you take. Likewise, building a support system of other like-minded, upbeat people allows you to share your success with others and provides additional external motivation to continue to grow.



With a classmate, choose one of the ideas from Exercise 1. In the organizer below, design a series of your questions.

1	2
3	4

Using your ideas from Exercise 7, tell another group how your experiment plan follows the steps of the scientific method. Use the language below to help guide you.

- We can see that...
- We are planning to... we are testing... we are observing...
- Observing on the results, we may...





## Arts

This section will teach you more about Literature, Cinema, and Architecture from all around the world while developing your communicative skills and creativity.



### What is art?

**01 With a classmate, think of a movie at the cinema. Discuss the questions below.**

1. Would you like to watch the movie? Why/Why not?
2. What criteria do you use to decide which movies you watch?

**02 Read "Reeling You In." Write "T" if the statements are true and "F" if they are false.**

1. The cinema has always been considered a type of art to be enjoyed by the masses. ☐
2. Film allows viewers to appreciate other cultures. ☐
3. The visual impact of a scene includes the composition of the various visual elements. ☐
4. The final montage of scenes rarely deviates from the director's original vision. ☐

**03 Use the words in bold from the text to complete the director's description of the moving pictures. You may need to modify the word form.**

The moving pictures permit the 1 \_\_\_\_\_ to experience alternative 2 \_\_\_\_\_ through the art of 3 \_\_\_\_\_.

Like other art forms, film requires adding known as a 4 \_\_\_\_\_ of different elements. Effective filmmaking also requires an understanding of visual 5 \_\_\_\_\_ of various elements that 6 \_\_\_\_\_ the audience's experience.



Unit 1

#### Reeling You In

Compared to other art forms, the cinema has been around for a relatively short time. Although, in the beginning, film was considered more of a popular form of mass media designed for commercial success, it is now understood as a highly complex art form that requires an understanding of elements such as **storytelling**, the composition of images, sound, and editing, which simultaneously impact the viewer.

Firstly, cinematography can express fictional **narratives**, transporting viewers to another time and place. Like a good painting, it may require the **viewer** to use their imagination to empathize with a character. Audiences often seek this storytelling feature in a film to be transported from the even play world to a fictional one where their troubles are left behind.

Like other art forms, directors must carefully consider the visual impact of their work. This includes the type of shots used and the **composition** of a scene. Subtle group placement and camera angle differences can modify the impact on audiences.

Another feature of film is that, like a novel, it must be edited. Editors take the **montage** of recordings and their raw materials and carefully place them together to assemble a final vision. The addition of sound effects and music further **amplifies** the film's message. The final montage conveys the director's intent, but the original story must have been altered to contain different elements that make it a unique work.

**04 With a classmate, reflect on a film you have both seen recently. Complete the sentences below and justify your answers.**

1. The element of storytelling that made the biggest impact was \_\_\_\_\_.
2. While I was watching the film, I was transported to \_\_\_\_\_.
3. The most memorable montage was \_\_\_\_\_.
4. The most artistic composition of a scene was \_\_\_\_\_.

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## Maker Zone

This box will provide ideas to begin your journey toward discovering, building, and changing the world.



## BE Aware of Your Progress

This section will give you the opportunity to assess your progress. You'll also have the opportunity to get feedback from a classmate.



### Art Education

While most of us consider watching a movie with friends entertainment, movies are also essential in education. This is especially important given that global targets for achieving a quality education are falling behind.

Around the world, without adequate funding and resources provided to schools, nearly 300 million students will lack basic literacy and numeracy skills by 2030. This is even more true for students with disabilities since only half of the schools worldwide have sufficient infrastructure and materials to support learning for students with special needs.

Adequate transport systems to take students to schools, appropriate ramps and doorways to allow children with special equipment to enter, and accessible bathroom facilities are some keys to supporting young people with mobility needs. Youth with visual or auditory impairments may need special tools and well-trained personnel to help them interact with learning materials.

Art has always been a medium for promoting social causes, highlighting needs, and raising awareness in an engaging, easily interpreted, and identified format. Using the cinema to raise awareness for students' needs while teaching learners about movie-making and art will engage learners and bring awareness to the need to support all students as they strive for a quality education.

#### 01 Present!

Once your Maker is done, show the films to other classes. Afterward, invite students, teachers, and administrators to a round table session to discuss how to improve school accessibility.

#### 02 Discuss!

Look around your larger community to find out what other spaces and institutions need to upgrade their accessibility to include people with special needs.

#### 03 Get Informed!

Interview audience members to obtain their thoughts on the film and its artistic elements, such as its narrative, montage, and visual impact.

#### 04 Take It on the Road!

Take your movies on the road! Organize a short film festival in your community library or community center. Encourage people to sign petitions to improve your school's resources.



### Cinema for Change

In this Maker, you will make a movie. Movies can highlight the need for change by raising awareness of social and individual needs. Making a movie can also increase the filmmaker's understanding of the artistic elements of cinema, which can augment the audience's appreciation of the subject matter.

1. In a small group, identify how your school could be improved to better meet the needs of your school's community.
2. Write a script highlighting the necessary improvements. Be sure to identify how to effectively use the film's narrative to make the audience empathetic to the issue.
3. Work with puppets to avoid privacy issues. Design a set and characters that best represent the essential issues.
4. Record your movie, re-recording scenes where necessary. Consider the composition of the different scenes to have a greater visual impact.
5. Edit your movie, adding visual and audio effects to amplify and drive home your message.



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### BE Aware of Your Progress

**01 It's time for your assessment. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this week.**

VG - Very Good

G - Good

N - Need to Improve

I can...

identify some practices to develop a positive mindset.

empathy the law of universal gravitation.

understand what the scientific method is.

define the concept of cinema as a form of art.

use **Modals** (might, could, may, and can) in different tenses to express possibility, probability, annoyance, and concession.

Peer Assessment

Self-assessment

WHO WOULD PLAY YOU IN A MOVIE ABOUT YOUR LIFE?



**02 Reflect on your performance from this week in terms of a film review. In the organizer below, complete the sentences.**

1. My character was given the opportunity to...

2. It was especially memorable when...

3. My performance in... was less convincing.

4. One unexpected plot twist was when...

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