



**Verdala**  
INTERNATIONAL SCHOOL



**INTERNATIONAL BACCALAUREATE  
MIDDLE YEARS PROGRAMME (MYP)  
GRADE 7 CURRICULUM GUIDE  
2023 - 2024**

## VIS STUDENT PROFILE

### Knowledgeable

Students at VIS have an understanding of concepts, ideas and issues across a broad range of disciplines with global and local significance.

### Inquisitive

Students at VIS participate in their learning by exploring a variety of situations with courage and an open mind. They are reflective and appreciate diverse points of view.

### Ethical

Students at VIS act with integrity and honesty. They demonstrate a strong sense of justice and fairness by respecting individuals, communities and the environment.

### Contributors

Students at VIS actively pursue opportunities to contribute responsibly to their local and global communities.

## VIS DEFINITION OF LEARNING

At VIS, learning involves developing the knowledge, skills and understandings through inquiry-based and transdisciplinary strategies which prepare our lifelong learners for their future challenges. Effective learning occurs in a positive and nurturing environment, fostering a reflective growth mindset. This develops best in a context where students apply problem-solving skills to think critically and creatively in order to collaborate and take responsibility for their own learning.

We promote personal well-being through a balanced education that includes creativity, activity, academic rigour, and a service learning environment.

We provide meaningful learning experiences through an inclusive educational journey which develops transferable skills, resilience, and well-grounded and mindful individuals. We strive to offer varied pathways and opportunities to enable success for all.



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Effective learning occurs in a positive and nurturing environment fostering a reflective growth mindset.

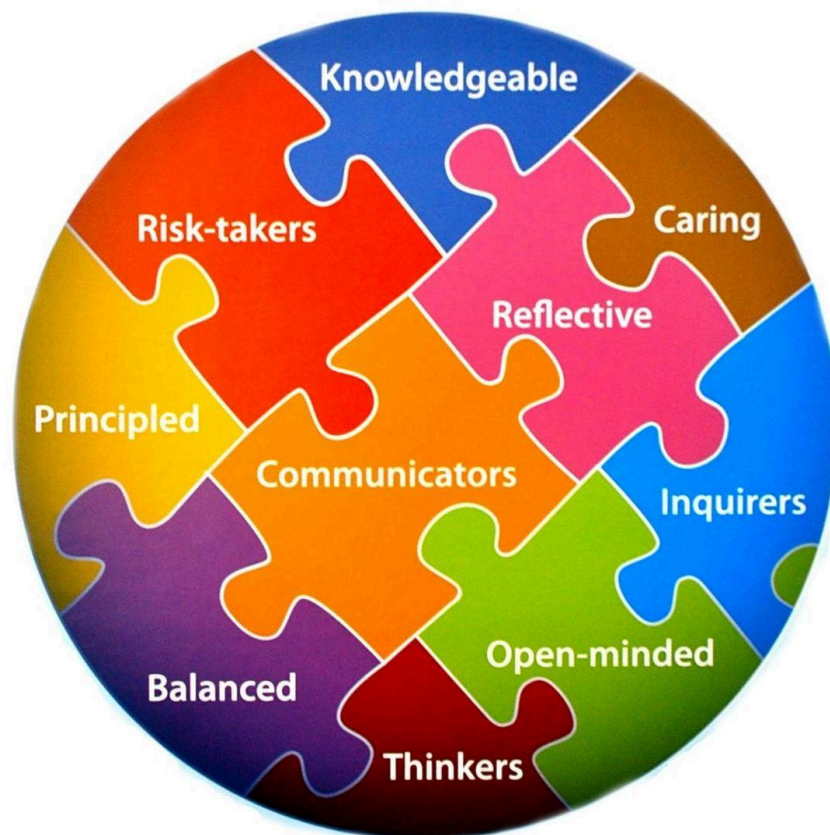
# IB LEARNER PROFILE



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As IB learners we strive to be:



## WHAT IS THE MIDDLE YEARS PROGRAMME?

The International Baccalaureate Middle Years Programme is an accessible, inclusive, organic and global curriculum framework. It is developmentally appropriate for students in Grades 6-10 and is inspired by a constructivist educational philosophy: students 'construct' knowledge and understanding, practise skills and develop their attitudes as they engage with the subject disciplines and support sessions. When the learner observes and acknowledges what they used to know, understand and were able to do and they compare to what they now know, understand and can do as a result of the exposure to recent learning, it helps them to acknowledge the power of progress.

The MYP promotes student-led inquiry through the exploration and connection of broad concepts and discipline related ideas, as well as the acquisition and mastery of approaches to learning skills. The flexibility of the MYP means that we can craft realistic and genuine opportunities for students to appreciate the relevance of their educational experiences. Opportunities for action, service and projects also help the students to personalise their own educational experience.

An IB education is designed to support caring, compassionate and open minded individuals who strive for a more peaceful world and who are committed to the idea that we are always learning. By aligning our secondary programmes with the International Baccalaureate, our learners will strive to meet the attributes of an internationally-minded individual embodied in the learner profile. They will be using the same language with the same commitment to learning through concepts, as well as an emphasis on service and action as a consequence of student-led inquiry. The continuum of learning is further strengthened through an emphasis on the acquisition of cognitive, affective and metacognitive skills and an emphasis on project management through the Community Project in Grade 8, the Personal Project in Grade 10 and the Extended Essay in Grade 12.

Our Middle Years Programme learners will receive a balanced programme which will keep their educational pathways open as they move towards high school and their pre-university courses.

VIS is currently an MYP Candidate School and undergoing programme authorisation, which means that we are working to meet the rigorous standards and practices of the International Baccalaureate Middle Years Programme. (Please see page 78 for more information)

## **SUBJECTS OFFERED IN GRADE 7**

G7 Lessons in the Week A and Week B Schedule:

- English Language and Literature - 9 periods
- Language Acquisition (Phase 1-2) : French, Italian, or Spanish - 9 periods
- Mathematics - 9 periods
- Coordinated Sciences (Biology, Chemistry and Physics) - 9 periods
- Individuals and Societies (Humanities) - 8 periods
- Physical and Health Education (PHE) - 8 periods
- Design (Digital and Product Design) - 5 periods
- Language Acquisition (Phase 1): Maltese Cultural Studies - 4 periods
- Visual Art - 4 periods
- Drama - 4 periods
- Music - 4 periods
- Well-Being - 3 periods
- Advisory - 2 periods
- MYP - 2 periods

## **MYP STUDENT SUPPORT SESSIONS**

The MYP support sessions are designed to help students adapt to the rigorous nature of the programme. Students explore the importance of the Learner Profile, the attributes of an internationally-minded learner, the place of concepts in building enduring understandings, and the role of the Global Contexts in helping us to explore authentic and real-world settings. The emphasis has been on using key terminology and language that will support student understanding in the present and remainder of their time in middle and high school. The support sessions also work in tandem with advisory lessons and are used in a timely way to support student understanding of assessment, reflection and reporting practices.

## **WELL-BEING SESSIONS**

Wellbeing lessons give the students the opportunity to reflect, explore and learn about their physical, social, and emotional health. Students are also encouraged to think about how they can look after themselves and the people around them, both physically and mentally.

The Wellbeing curriculum is divided into three strands: Health and Wellbeing,

Relationships, and Living in the Wider World. These are outlined in more detail below:

### **Core Theme 1: Health and Wellbeing**

- Health
- Nutrition and Food
- Aspirations
- Emotions
- Safety

### **Core Theme 2: Relationships**

- Communication
- Collaboration
- Similarities and Differences
- Healthy Relationships

### **Core Theme 3: Living in the Wider World**

- Rights and Responsibilities
- Diversity
- Economic Awareness
- Enterprise

Students also have the opportunity to do mindfulness breathing exercises to help with their concentration, focus and when dealing with their feelings and emotions.

## **FRIDAY FOCUS/ADVISORY PROGRAMME**

At VIS every student belongs to a homeroom and during registration there is an opportunity for students to check in with their advisor. Homeroom activities also include celebrating birthdays, catching up on the news, organising library books, sharing information about school events and silent reading. On Fridays there is a Friday Focus Session which is used to promote the VIS monthly theme, celebrate student achievement, host an assembly, or give a space to the student council.

Students have an advisory session that provides an opportunity to connect with significant local and global events and to pursue individual student interests.

The following themes are celebrated and unite the Elementary, Middle and High Schools:

- Community
- Neurodiversity
- Anti-Bullying
- World Religions
- Black History Month
- Women's History Month
- Earth Month
- Host Country and Language Month
- Pride Month

## **ENGLISH LANGUAGE SUPPORT**

Students who require additional English Language Support will have additional English lessons during Maltese Language & Cultural Studies. The aim of this programme is to help to develop their Academic English and support them with targeted vocabulary that will ease their transition into a programme that is fully in the English Language. In addition, students identified as requiring English language support are encouraged to attend the weekly ASA which will provide greater support.

## **WHAT IS THE ROLE OF THE LIBRARY?**

The mission of the VIS Library is to support students in their journey to become knowledgeable and ethical contributors to our world. To that end, we strive to support student learning both within and beyond the curriculum. We prepare students to meet the challenges they will face by becoming responsible, ethical consumers of information and creators of new knowledge.

The Secondary School Library provides access to books, ebooks, journals, magazines and several online subscriptions that cover various subjects. The Library's collection development practices reflect the international nature of the community with attention given to publications written in both Mother Tongue and In Translation. In order to support the Library's remit to foster a love of reading amongst students, the collection consists of literature from around the world, supporting different formats, genres, etc.

The Library also supports the various IB Programmes offered at VIS, with the librarian collaborating with teachers to develop and strengthen the students' research skills. The librarian assists the students' learning journeys throughout their time at school. Topics covered include citation skills, online searching skills, website evaluation and database use.

In addition, students have access to classroom libraries, a MS book nook and the home language libraries in the Middle School building.

## WHAT IS A STATEMENT OF INQUIRY?

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organise and sequence learning experiences.

## WHAT ARE KEY CONCEPTS?

Key Concepts are big ideas that support a broad curriculum and give *'breadth'* of understanding . They are enduring, abstract and complex; through inquiry they help students to facilitate connections and transfer understanding both within and between disciplines.

## WHAT ARE RELATED CONCEPTS?

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

## WHAT ARE GLOBAL CONTEXTS?

Global Contexts provide authentic and real world settings that direct independent and shared inquiry into our common humanity and shared guardianship of the planet. When combined with the concepts they help us understand how the world works and why the unit is worthy of study...*why does the 'learning' matter?*

## WHAT ARE COMMAND TERMS?

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP. The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain” and each command term refers to specific thinking skills.

## WHAT ARE ATL SKILLS?

All MYP units of work offer opportunities for students to develop and practise

approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives. Through approaches to learning (ATL) students develop skills that have relevance across the curriculum that help them "learn how to learn". ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters. This can be seen in the table below:

ATL Skill Categories	MYP ATL Skill Clusters
Communication	i. Communication
Social	ii. Collaboration
Self-management	iii. Organisation
	iv. Affective
	v. Reflection
Research	vi. Information Literacy
	vii. Media Literacy
Thinking	viii. Critical Thinking
	ix. Creative Thinking
	x. Transfer

## ASSESSMENT IN THE MYP

Assessment is integral to learning as it is through assessment that students are able to understand how well they are learning and can use feedback from the assessment process to improve in this regard. Assessment tasks are opportunities to reflect, learn and grow. At VIS we encourage our students to be proactive and demonstrate commitment to their studies.

Assessment results can be accessed on a regular basis by both students and parents through ManageBac.

Middle School students will complete 2 main types of assessment. These are **Formative** and **Summative** assessments.

**Formative Assessment** (Assessment for Learning) - Assessment is an essential part of teaching and learning and through continual reflection the teachers and students are continually identifying areas for improvement. Formative (on going) assessment is an important part of the learning experience and it allows the students to receive feedback both during or shortly after the task has been completed. Formative feedback can take many forms, it can be observational and instantaneous or appear as written comments or voice notes on student work. Although formative feedback appears as a constructive and descriptive commentary, formal feedback can involve numerical grades such as the ones you might see on a draft. Additionally students are encouraged to take greater control over their learning and they are coached in self and peer assessment strategies.

**Summative Assessment** (Assessment of learning) - Summative assessment refers to the judgement made by the teacher of the level of achievement reached at the end of a unit of inquiry. Summative tasks assess one or more criteria and take a wide variety of forms ranging from large scale projects to quizzes, reviews or tests. Complete summative grades using all four criteria are reported on and appear at the end of the academic year and interim scores are provided at the end of the first semester.

### **What are the essential characteristics of MYP Assessment at VIS?**

- The MYP assessment model is criterion-related and is based upon predetermined written criteria that are age appropriate and accessible to the students and members of the school community. The work and progress of each student is measured against the descriptors which represent the communication, knowledge, understanding and skills standards for each of the eight subject groups.

- Throughout the year students are given continuous assessment opportunities, they are encouraged to seek feedback, reflect on their progress, adjust their performance and take action through practice and teachers are there to encourage students to take greater control over the process of assessment.
- Students are never judged directly against the work of their classmates.
- The IB (International Baccalaureate) believes that teachers are best placed to assess the work of their students and the assessment model supports the professional judgement of the teacher in deciding the levels of achievement of individual students. Grades are not averaged and teachers consider all variables when determining the final end of year grade
- Teachers collaborate to ensure that assessments are both valid and reliable through internal standardisation of samples of work

#### **Assessment in the MYP aims to:**

- support and encourage student learning by providing feedback on the learning process.
- inform, enhance and improve the teaching to meet the developmental needs of the learner.
- encourage positive student attitudes and greater ownership of learning.
- deepen the understanding of conceptual and content based learning by helping students inquire into authentic, genuine and meaningful real world settings using the global contexts and their explorations. The Middle Years Programme enhances disciplinary understanding and promotes interdisciplinary learning throughout the five years of the programme.
- support greater autonomy and self-regulation. Our goal is to help students become self-aware, process orientated and more independent learners.
- reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts.
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

#### **The Assessment Criteria**

There are eight subject groups in the Middle Years Programme and each group has its

own set of objectives and assessment criteria. Every subject has four assessment criteria which can be seen in the table below:

Subject	Criterion A	Criterion B	Criterion C	Criterion D
English Language & Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition: French, Italian, Spanish and Maltese	Listening	Reading	Speaking	Writing
Individuals & Societies (I&S)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts: Music, Theatre, Visual Arts	Investigating	Developing	Creating /Performing	Evaluating
Physical & Health Education (PHE)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Learning	Evaluating	Synthesising	Reflecting	

### Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement. MYP criteria are equally weighted. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of

the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

### **MYP general grade descriptors**

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Please see the the table below to see how criteria grades are converted to provide a global grade:

<b>Grade</b>	<b>Boundary Guideline</b>	<b>Descriptor</b>
<b>1</b>	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
<b>2</b>	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>3</b>	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>4</b>	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>5</b>	19-23	Produces generally high-quality work. Communicates secure understanding of concepts

		and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>6</b>	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
<b>7</b>	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## GRADE 7 MYP ENGLISH LANGUAGE & LITERATURE

Language is fundamental to learning, thinking and communicating and it permeates every discipline in the curriculum. Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature and of its power and beauty. They will understand how language is essential to effective communication and how it helps individuals to use their imagination and express their creativity.

Language is essential to exploring and sustaining personal development and one's cultural identity, it promotes critical thinking, intercultural understanding and helps individuals to assume their responsibilities as local and global citizens.

MYP Language and Literature is an academically rigorous discipline which equips students with linguistic, analytical and communicative skills that can be applied in disciplinary and interdisciplinary learning opportunities.

**The aims of MYP English Language and Literature are to encourage and enable students to:** use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction; develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts; develop critical, creative and personal approaches to studying and analysis literary and non-literary texts; engage with text from different historical periods and a variety of cultures; explore and analyse aspects of personal, host and other cultures through literary and non-literary texts; explore language through a variety of media and modes; apply linguistic and literary concepts and skills in a variety of authentic contexts.

### KEY CONCEPTS

**COMMUNICATION; CONNECTIONS; CREATIVITY; PERSPECTIVE**

### RELATED CONCEPTS

**AUDIENCE IMPERATIVES; CHARACTER; CONTEXT; GENRE; INTERTEXTUALITY; POINT OF VIEW; PURPOSE; SELF-EXPRESSION; SETTING; STRUCTURE; STYLE; THEME**

### GLOBAL CONTEXTS

**IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT**

## COMMAND TERMS

ANALYSE; COMMENT; COMPARE AND CONTRAST; CREATE; CRITIQUE; DISCUSS; EVALUATE; EXAMINE; EXPLORE; IDENTIFY; INTERPRET; JUSTIFY; ORGANISE; OUTLINE; SELECT; SUMMARISE; SYNTHESIZE; USE

## GRADE 7 - ENGLISH LANGUAGE AND LITERATURE UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>Dystopian Literature</b>	Setting and characters may communicate systems of authority, security and freedom	Thinking, Communication, Collaboration, Self-Management	<b>A</b> <b>B</b> <b>C</b> <b>D</b>
<b>How is the human condition portrayed through written expression?</b>	Written expression allows us to preserve and communicate what it means to be human. As readers, we develop an understanding of how our social context and relationships with others shape our identities.	Thinking, Communication Collaboration Creative-thinking Organisation	<b>A</b> <b>B</b> <b>C</b> <b>D</b>
<b>Shakespeare's The Tempest: Should we forgive and forget?</b>	We can develop new and challenging perspectives such as what is fair and what is not, through the study of character, setting and theme in a play.	Critical-thinking, Informational literacy	<b>A</b> <b>B</b> <b>C</b> <b>D</b>

## ASSESSMENT CRITERIA

### CRITERION A: ANALYSING

**Maximum: 8**

At the end of year 3, students should be able to:

- identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- identify and explain the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- interpret similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationship among texts</li> <li>ii. provides <b>minimal</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. interprets <b>few</b> similarities and differences in features within and between genres and texts.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationship among texts</li> <li>ii. provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. interprets <b>some</b> similarities and differences in features within and between genres and texts.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts</li> <li>ii. provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. <b>competently</b> interprets similarities and differences in features within and between genres and texts.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts <b>thoroughly</b></li> </ul>

	ii. provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience iii. gives <b>detailed justification</b> of opinions and ideas with a <b>range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology iv. <b>perceptively compares and contrasts</b> features within and between genres and texts.
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## CRITERION B: ORGANISING

### Maximum: 8

At the end of year 3, students should be able to:

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>organizes opinions and ideas with <b>some degree of coherence and logic</b></li> <li>makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>makes <b>competent</b> use of organizational structures that serve</li> </ol>

	<p>the context and intention</p> <p>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</p> <p>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>
<b>7–8</b>	<p>The student:</p> <p>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention effectively</p> <p>ii. <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</p> <p>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</p>

### CRITERION C: PRODUCING TEXT

#### Maximum: 8

At the end of year 3, students should be able to:

- produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
- select relevant details and examples to develop ideas.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	<p>The student:</p> <p>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination and sensitivity and <b>minimal</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</p> <p>iii. selects <b>few relevant</b> details and examples to develop ideas.</p>
<b>3–4</b>	<p>The student:</p> <p>i. produces texts that demonstrate <b>adequate</b> personal</p>

	<p>engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</p> <p>iii. selects <b>some</b> relevant details and examples to develop ideas.</p>
<b>5–6</b>	<p>The student:</p> <p>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</p> <p>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</p>
<b>7–8</b>	<p>The student:</p> <p>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</p> <p>iii. selects <b>extensive</b> relevant details and examples to develop ideas with precision.</p>

#### **CRITERION D: USING LANGUAGE**

##### **Maximum: 8**

At the end of year 3, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a varied range of appropriate vocabulary,</li> </ul>

	<p>sentence structures and forms of expression</p> <p>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</p>
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## GRADE 7 MYP LANGUAGE ACQUISITION: FRENCH, ITALIAN, SPANISH & MALTESE

The ability to communicate in a second language underscores the importance of developing internationally-minded learners who are ready to engage with others across linguistic and cultural boundaries and discover our shared humanity. Learning languages helps us to understand the diverse ways of living and behaving and to garner insights into the features, processes and the craft of language and its people.

Some of the benefits of learning additional languages include:

- the enhancement of critical thinking
- understanding notions of personal development and cultural identity
- holistic development and the promotion of lifelong skills
- the development of cultural and multiliteracy skills

An overarching aim of teaching and learning languages is to enable the student to become a critical consumer of information and competent communicator.

**The aims of MYP Language Acquisition is to encourage and enable students to:** gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage; develop a respect for, and understanding of, diverse linguistic and cultural heritages; develop essential communication skills; develop multiliteracy skills through the use of a range of learning tools; develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning; recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy; understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components; offer insight into the cultural characteristics of the communities where the language is spoken; gain an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities; foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

### KEY CONCEPTS

**COMMUNICATION; CONNECTIONS; CREATIVITY; CULTURE**

## RELATED CONCEPTS

ACCENT; AUDIENCE; CONTEXT; CONVENTIONS; EMPATHY; FORM; FUNCTION; IDIOM; MEANING; MESSAGE; PATTERNS; POINT OF VIEW; PURPOSE; STRUCTURE; WORLD CHOICE

## GLOBAL CONTEXTS

IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT

## COMMAND TERMS

ANALYSE; EVALUATE; IDENTIFY; INTERPRET; SYNTHESIZE

## GRADE 7 - LANGUAGE ACQUISITION - FRENCH, ITALIAN, SPANISH (PHASE 1 & 2) UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>What are your hobbies?</b>	It is by using language and its models that we can express the personal and cultural influences on our hobbies and passions.	Communication, critical thinking, creative thinking.	A B C D
<b>Do you like festivals and traditions?</b>	In order to understand the importance of different festivals and traditions, one must know their cultural and linguistic contexts.	Communication, critical thinking, creative thinking, reflection.	A B C D
<b>Are you taking care of yourself?</b>	By making balanced choices, we take care of our health and communicate to others how to stay healthy through the use of language.	Communication, critical thinking, creative thinking, reflection.	A B C D
<b>Did you say shopping?</b>	By comparing and evaluating what we consume, we can make	Communication, critical thinking,	A B

	ethical and responsible choices and persuade other people to do the same in order to live in a sustainable society.	creative thinking, reflection.	<b>C</b> <b>D</b>
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## GRADE 7 - LANGUAGE ACQUISITION - MALTESE (PHASE 1) UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>This is Malta!</b> <b>Din Malta This is me! Dan jien</b>	When we learn a new language, it is sometimes necessary to follow certain structures and conventions in order to communicate properly	Communication Thinking Organisational	<b>A</b> <b>B</b> <b>C</b> <b>D</b>
<b>Malta is my home from home! Malta hija d-dar tiegħi mid-dar</b>	Learning the language helps us make sense of the history and places around us and creatively describe our adopted home	Communication Critical Thinking Transferable	<b>A</b> <b>B</b> <b>C</b> <b>D</b>

## ASSESSMENT CRITERIA

### CRITERION A: LISTENING

#### Maximum: 8

At the end of the emergent level (Phase 2), students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

- identify explicit and implicit information (facts and/or opinions, and supporting details)
- analyse conventions
- analyse connections.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student:

	i.identifies minimal stated information (facts and/or opinions) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.
<b>3–4</b>	The student: i.identifies some stated information (facts and/or opinions) in simple authentic texts ii.identifies basic conventions in simple authentic texts iii.identifies basic connections in simple authentic texts.
<b>5–6</b>	The student: i.identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii.interprets conventions in simple authentic texts iii.interprets connections in simple authentic texts.
<b>7–8</b>	The student: i.identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii.analyses conventions in simple authentic texts iii.analyses connections in simple authentic texts.

## CRITERION B: READING

### Maximum: 8

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

- i.identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii.analyse conventions
- iii.analyse connections

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i.identifies <b>minimal</b> stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies <b>basic</b> conventions in simple authentic texts

	iii. identifies <b>basic</b> connections in simple authentic texts.
<b>3–4</b>	The student: i. identifies <b>some</b> stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies <b>basic</b> conventions in simple authentic texts iii. identifies <b>basic</b> connections in simple authentic texts.
<b>5–6</b>	The student: i. identifies <b>most</b> stated information (facts and/or opinions, and <b>supporting details</b> ) in a variety of simple authentic texts ii. <b>interprets</b> conventions in simple authentic texts. iii. <b>interprets</b> connections in simple authentic texts.
<b>7–8</b>	The student: i. identifies <b>explicit and implicit</b> information (facts and/or opinions, and <b>supporting details</b> ) in a <b>wide</b> variety of simple authentic texts. ii. <b>analyses</b> conventions in simple authentic texts. iii. <b>analyses</b> connections in simple authentic texts.

## CRITERION C: SPEAKING

### Maximum: 8

At the end of the emergent level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i. uses a <b>limited range</b> of vocabulary ii. uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication iii. uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension iv. during interaction, communicates <b>limited</b> relevant information.

<b>3–4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>basic range</b> of vocabulary</li> <li>ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>iii.uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension</li> <li>iv.during interaction, communicates <b>some</b> relevant information.</li> </ul>
<b>5–6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>range</b> of vocabulary</li> <li>ii.uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication</li> <li>iii.uses pronunciation and intonation with <b>a few</b> errors. However, these <b>do not</b> hinder comprehension</li> <li>iv.during interaction, communicates <b>most</b> of the relevant information.</li> </ul>
<b>7–8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>wide range</b> of vocabulary</li> <li>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></li> <li>iii.uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b></li> <li>iv.during interaction, communicates <b>all or almost all</b> the required information <b>clearly and effectively</b>.</li> </ul>

#### CRITERION D: WRITING

##### Maximum: 8

At the end of the emergent level, students should be able to:

- i.use a wide range of vocabulary
- ii.use a wide range of grammatical structures generally accurately
- iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student:

	<p>i.uses a <b>limited range</b> of vocabulary</p> <p>ii.uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication</p> <p>iii.organizes <b>some</b> information in a <b>recognizable</b> format using <b>some basic</b> cohesive devices</p> <p>iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</p>
<b>3–4</b>	<p>The student:</p> <p>i.uses a <b>basic range</b> of vocabulary</p> <p>ii.uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication</p> <p>iii.organizes information in a <b>recognizable</b> format using <b>a range of basic</b> cohesive devices</p> <p>iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</p>
<b>5–6</b>	<p>The student:</p> <p>i.uses a <b>range</b> of vocabulary</p> <p>ii.uses a <b>range</b> of grammatical structures with a <b>few</b> errors which <b>do not</b> hinder communication</p> <p>iii.organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive devices</p> <p>iv.communicates <b>most</b> relevant information with <b>a sense</b> of audience and purpose to suit the context.</p>
<b>7–8</b>	<p>The student:</p> <p>i.uses a <b>wide range</b> of vocabulary</p> <p>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></p> <p>iii.organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and complex</b> cohesive devices</p> <p>iv.communicates <b>all or almost all</b> the required information with <b>a clear sense</b> of audience and purpose to suit the context.</p>

## GRADE 7 MYP MATHEMATICS

MYP Mathematics promotes analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The study of Maths represents a universal language that helps us make sense of the world and allows phenomena to be described in precise terms. Mathematics helps us to analyse and search for patterns and students are encouraged to be active participants in the exploration and unpacking of concepts and relationships. Like all MYP disciplines, Mathematics is inquiry and application based and it gives students important problem-solving skills that transcend the boundaries of the subject.

Students study authentic, real world examples and Maths provides the foundation to study Sciences, Engineering and Technology. Students are required to use information and communication technology to explore and model solutions and find the answers to a wide range of problems that are found in many disciplines. By studying MYP Maths, students will be equipped with the knowledge, understanding, skills and intellectual capabilities to study further programmes in the subject.

**The aims of MYP Mathematics are to encourage and enable students to:** enjoy Mathematics, develop curiosity and begin to appreciate its elegance and power; develop an understanding of the principles and nature of Mathematics; communicate clearly and confidently in a variety of contexts; develop logical, critical and creative thinking; develop confidence, perseverance, and independence in mathematical thinking and problem solving; develop powers of generalisation and abstraction; apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments; appreciate how developments in technology and Mathematics have influenced each other; appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of Mathematics; appreciate the international dimension in Mathematics through an awareness of the universality of Mathematics and its multicultural and historical perspectives; appreciate the contribution of mathematics to other areas of knowledge; develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics; develop the ability to reflect critically upon their own work and the work of others.

### KEY CONCEPTS

**FORM; LOGIC; RELATIONSHIPS**

### RELATED CONCEPTS

**APPROXIMATION; CHANGE; EQUIVALENCE; GENERALIZATION; MODELS; PATTERNS;**

QUANTITY; REPRESENTATION; SIMPLIFICATION; SPACE; SYSTEMS; VALIDITY

## GLOBAL CONTEXTS

IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT

## COMMAND TERMS

ANNOTATE; APPLY; CALCULATE; COMMENT; CONSTRUCT; DEMONSTRATE; DERIVE; DESCRIBE; DISCUSS; DRAW; ESTIMATE; EXPLAIN; IDENTIFY; JUSTIFY; LABEL; MEASURE; ORGANISE; PLOT; PREDICT; PROVE; SELECT; SHOW; SKETCH; SOLVE; STATE; SUGGEST; TRACE; USE; VERIFY; WRITE DOWN

## GRADE 7 - MATHEMATICS UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
What really makes the world go round?	Financial, personal and economic <b>change</b> can be understood and <b>simplified</b> using proportional <b>relationships</b> like ratios and percentages.	Critical-thinking Information literacy Creative-thinking	A C D
Fact or fiction, truth or lies?	<b>Fair forms</b> of communication help us to reveal <b>patterns</b> and improve our truth-telling <b>systems</b> .	Critical-thinking Information literacy Social	A B C D
How can we travel between dimensions?	The <b>general</b> properties of shapes and our spatial environment can be <b>measured</b> by <b>logic</b> and manipulated and created by technology.	Creative-thinking Affective Collaboration	A C D
Where do conclusions come from?	<b>Relationships</b> between variables form <b>patterns</b> which often justify important <b>logical conclusions</b> .	Critical-thinking Information literacy Communication	A C

<b>Can mathematics be beautiful?</b>	In many <b>cultures</b> , arguments about what is perceived as beautiful can be <b>justified</b> by a mathematical <b>relationship</b> between equivalent <b>images</b> .	Critical-thinking Transfer Communication	<b>A</b> <b>B</b> <b>C</b>
<b>How does it all tie together?</b>	Where we are in <b>space and time</b> <b>changes</b> what we know as much as the <b>form</b> by which it is <b>represented</b> .	Communication Media literacy Transfer Creative thinking	<b>A</b>  <b>C</b>

## ASSESSMENT CRITERIA

### CRITERION A: KNOWING AND UNDERSTANDING

**Maximum: 8**

At the end of year 3, students should be able to:

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student is able to: <ol style="list-style-type: none"> <li>select appropriate mathematics when solving simple problems in familiar situations</li> <li>apply the selected mathematics successfully when solving these problems</li> <li>generally solve these problems correctly in a variety of contexts.</li> </ol>
<b>3–4</b>	The student is able to: <ol style="list-style-type: none"> <li>select appropriate mathematics when solving more complex problems in familiar situations</li> <li>apply the selected mathematics successfully when solving these problems</li> <li>generally solve these problems correctly in a variety of contexts.</li> </ol>

<b>5–6</b>	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
<b>7–8</b>	The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.

## CRITERION B: INVESTIGATING PATTERNS

### Maximum: 8

At the end of year 3, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as relationships and/or general rules consistent with findings
- verify and justify relationships and/or general rules.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns iii. (not demonstrated at this level).
<b>3–4</b>	The student is able to: i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest relationships and/or general rules consistent with findings iii. (not demonstrated at this level).
<b>5–6</b>	The student is able to:

	<ul style="list-style-type: none"> <li>i. select and apply mathematical problem-solving techniques to discover complex patterns</li> <li>ii. describe patterns as relationships and/or general rules consistent with findings</li> <li>iii. verify these relationships and/or general rules.</li> </ul>
<b>7–8</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. select and apply mathematical problem-solving techniques to discover complex patterns</li> <li>ii. describe patterns as relationships and/or general rules consistent with correct findings</li> <li>iii. verify and justify these relationships and/or general rules.</li> </ul>

### CRITERION C: COMMUNICATING

#### Maximum: 8

At the end of year 3, students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete and coherent mathematical lines of reasoning
- v. organize information using a logical structure.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. use limited mathematical language</li> <li>ii. use limited forms of mathematical representation to present information</li> <li>iii. (not demonstrated at this level)</li> <li>iv. communicate through lines of reasoning that are difficult to interpret</li> <li>v. (not demonstrated at this level).</li> </ul>
<b>3–4</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. use some appropriate mathematical language</li> <li>ii. use appropriate forms of mathematical representation to present information adequately</li> <li>iii. (not demonstrated at this level)</li> </ul>

	iv. communicate through lines of reasoning that are able to be understood, although these are not always clear v. adequately organize information using a logical structure.
<b>5–6</b>	The student is able to: i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure.
<b>7–8</b>	The student is able to: i. consistently use appropriate mathematical language ii. use appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is consistently organized using a logical structure.

#### **CRITERION D: APPLYING MATHS IN REAL LIFE CONTEXT**

##### **Maximum: 8**

At the end of year 3, students should be able to:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. explain whether a solution makes sense in the context of the authentic real-life situation.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student is able to:

	<ul style="list-style-type: none"> <li>i. identify some of the elements of the authentic real-life situation</li> <li>ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success</li> <li>iii. (not demonstrated at this level)</li> <li>iv. (not demonstrated at this level)</li> <li>v. (not demonstrated at this level).</li> </ul>
<b>3–4</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the relevant elements of the authentic real-life situation</li> <li>ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. apply mathematical strategies to reach a solution to the authentic real-life situation</li> <li>iv. (not demonstrated at this level)</li> <li>v. describe whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
<b>5–6</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the relevant elements of the authentic real-life situation</li> <li>ii. select adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation</li> <li>iv. describe the degree of accuracy of the solution</li> <li>v. discuss whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
<b>7–8</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the relevant elements of the authentic real-life situation</li> <li>ii. select appropriate mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to reach a correct solution</li> <li>iv. explain the degree of accuracy of the solution</li> <li>v. explain whether the solution makes sense in the context of the authentic real-life situation</li> </ul>

## GRADE 7 MYP COORDINATED SCIENCES

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers and, thus, MYP sciences should enable students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

**The aims of MYP Science is to encourage and enable students to:** understand and appreciate science and its implications; consider science as a human endeavour with benefits and limitations; cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments; develop skills to design and perform investigations, evaluate evidence and reach conclusions; build an awareness of the need to effectively collaborate and communicate; apply language skills and knowledge in a variety of real-life contexts; develop sensitivity towards the living and non-living environments; reflect on learning experiences and make informed choices.

### KEY CONCEPTS

**CHANGE; RELATIONSHIPS; SYSTEMS**

### RELATED CONCEPTS

**BALANCE; CONSEQUENCES; ENERGY; ENVIRONMENT; EVIDENCE; FORM; FUNCTION; INTERACTION; MODELS; MOVEMENT; PATTERNS; TRANSFORMATION**

### GLOBAL CONTEXTS

**IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL &**

**CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT**

**COMMAND TERMS**

**ANALYSE; ANNOTATE; APPLY; CALCULATE; CLASSIFY; COMMENT; CONSTRUCT; DEFINE; DEMONSTRATE; DESCRIBE; DESIGN; DETERMINE; DISCUSS; DOCUMENT; DRAW; ESTIMATE; EVALUATE; EXPLAIN; FIND; FORMULATE; IDENTIFY; INTERPRET; JUSTIFY; LABEL; LIST; MEASURE; ORGANISE; OUTLINE; PLOT; PRESENT; RECALL; SELECT; SHOW; SKETCH; SOLVE; STATE; SUGGEST; SUMMARISE; VERIFY; WRITE DOWN**

**GRADE 7 - COORDINATED SCIENCE UNITS**

<b>UNIT NAME</b>	<b>STATEMENT OF INQUIRY</b>	<b>ATL SKILLS</b>	<b>CRITERIA ASSESSED ?</b>
<b>Periodicity</b>	By changing matter, we can identify patterns in properties that help us make models, and the models help us invent new kinds of material	Communication	<b>A</b>
<b>Waves and Sound</b>	The energy of waves is impacted by the transfer and distribution of energy. A good model helps us simplify our understandings of the relationships between scale, duration, and frequency in various phenomena	Critical Thinking	<b>B</b> <b>C</b>
<b>Nutrition and Digestion</b>	Nutrition is the key importance to plant and animal life. A balance of nutrients is important as too little or too much can lead to our bodies becoming malformed or malnourished.	Critical Thinking	<b>A</b>
<b>Chemical reactions and the environment</b>	By exploring this statement of inquiry, students will learn about chemistry and the growth and development of mankind, but also learn about the consequences of our	Self-Management Organisation	<b>D</b>

	actions from using chemistry.		
<b>Ecosystems</b>	For a sustainable environment, relationships must be beneficial to all	Organisation	<b>B C D</b>
<b>Heat and light</b>	An engineering student uses investigation skills to assess the relationship between form and function to enhance the overall performance of a product.	Research Critical Thinking	<b>D</b>

## ASSESSMENT CRITERIA

### CRITERION A: KNOWING AND UNDERSTANDING

**Maximum: 8**

At the end of year 3, students should be able to:

- describe scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse information to make scientifically supported judgments.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student is able to: <ol style="list-style-type: none"> <li>recall scientific knowledge</li> <li>apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations</li> <li>apply information to make judgments.</li> </ol>
<b>3–4</b>	The student is able to: <ol style="list-style-type: none"> <li>state scientific knowledge</li> <li>apply scientific knowledge and understanding to solve problems set in familiar situations</li> <li>apply information to make scientifically supported judgments.</li> </ol>
<b>5–6</b>	The student is able to: <ol style="list-style-type: none"> <li>outline scientific knowledge</li> </ol>

	ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.
<b>7–8</b>	The student is able to: i. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse information to make scientifically supported judgments.

## CRITERION B: INQUIRING AND DESIGNING

### Maximum: 8

At the end of year 3, students should be able to:

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student is able to: i. state a problem or question to be tested by a scientific investigation, with limited success ii. state a testable hypothesis iii. state the variables iv. design a method, with limited success.
<b>3–4</b>	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a safe method in which he or she selects materials and equipment.

<b>5–6</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. outline a problem or question to be tested by a scientific investigation</li> <li>ii. outline and explain a testable hypothesis using scientific reasoning</li> <li>iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected</li> <li>iv. design a complete and safe method in which he or she selects appropriate materials and equipment.</li> </ul>
<b>7–8</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. describe a problem or question to be tested by a scientific investigation</li> <li>ii. outline and explain a testable hypothesis using correct scientific reasoning</li> <li>iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected</li> <li>iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.</li> </ul>

### **CRITERION C: PROCESSING AND EVALUATING**

#### **Maximum: 8**

At the end of year 3, students should be able to:

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. collect and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data</li> <li>iii. state the validity of a hypothesis with limited reference to a scientific investigation</li> <li>iv. state the validity of the method with limited reference to a scientific investigation</li> </ul>

	v. state limited improvements or extensions to the method.
<b>3–4</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and describe results</li> <li>iii. state the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. state the validity of the method based on the outcome of a scientific investigation</li> <li>v. state improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
<b>5–6</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect, organize and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and describe results using scientific reasoning</li> <li>iii. outline the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. outline the validity of the method based on the outcome of a scientific investigation</li> <li>v. outline improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
<b>7–8</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect, organize, transform and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and describe results using correct scientific reasoning</li> <li>iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. discuss the validity of the method based on the outcome of a scientific investigation</li> <li>v. describe improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>

#### **CRITERION D: REFLECTING ON THE IMPACTS OF SCIENCE**

##### **Maximum: 8**

At the end of year 3, students should be able to:

- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and analyse the various implications of using science and its application in

solving a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student is able to: i. state the ways in which science is used to address a specific problem or issue ii. state the implications of the use of science to solve a specific problem or issue, interacting with a factor iii. apply scientific language to communicate understanding but does so with limited success iv. document sources, with limited success.
<b>3–4</b>	The student is able to: i. outline the ways in which science is used to address a specific problem or issue ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor iii. sometimes apply scientific language to communicate understanding iv. sometimes document sources correctly.
<b>5–6</b>	The student is able to: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely iv. usually document sources correctly.
<b>7–8</b>	The student is able to: i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely

	iv. document sources completely.
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## **GRADE 7 MYP INDIVIDUALS & SOCIETIES (I&S)**

MYP Individuals and Societies incorporates disciplines studied in Humanities such as History, Geography, Economics, Sociology and Politics. In this subject students will engage with contemporary, historical and topical issues in a range of different contexts from the local through to the global. Students will apply their critical thinking skills to a range of case studies and examples through time, space and place. The subjects that make up Individuals and Societies are dynamic, open to different perspectives and the issues and our interpretations are fluid and open to revision. Students will develop a strong sense of empathy and understand and recognise our common humanity and shared guardianship of the planet to create a better and more peaceful world.

**The aims of MYP individuals and societies are to encourage and enable students to:** appreciate human and environmental commonalities and diversity; understand the interactions and interdependence of individuals, societies and the environment; understand how both environmental and human systems operate and evolve; identify and develop concern for the well-being of human communities and the natural environment; act as responsible citizens of local and global communities; develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

### **KEY CONCEPTS**

**CHANGE; GLOBAL INTERACTIONS; SYSTEMS; TIME, PLACE AND SPACE**

### **RELATED CONCEPTS**

**CAUSALITY (CAUSE AND CONSEQUENCE); CHOICE; CULTURE; EQUITY; GLOBALIZATION; IDENTITY; INNOVATION AND REVOLUTION; PERSPECTIVE; POWER; PROCESSES; RESOURCES; SUSTAINABILITY**

### **GLOBAL CONTEXTS**

**IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT**

### **COMMAND TERMS**

**ANALYSE; DEMONSTRATE; DESCRIBE; DISCUSS; DOCUMENT; EVALUATE; EXPLAIN; EXPLORE; FORMULATE; IDENTIFY; INTERPRET; INVESTIGATE; JUSTIFY; LIST; SUMMARISE; SYNTHESIZE; USE**

## GRADE 7 - I&S UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>How does exploration affect Global interactions?</b>	Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges	Communication Critical-thinking Information literacy	<b>A</b> <b>B</b> <b>C</b> <b>D</b>
<b>What was life like in the Middle Ages?</b>	The identity and development of past societies can be explored through the perspectives of the people who lived there	Communication Creative thinking Critical-thinking	<b>A</b> <b>B</b> <b>C</b> <b>D</b>
<b>How have innovations and ideas changed the world?</b>	Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies	Communication Critical-thinking	<b>A</b> <b>B</b> <b>C</b> <b>D</b>

## ASSESSMENT CRITERIA

### CRITERION A: KNOWING AND UNDERSTANDING

**Maximum: 8**

At the end of year 3, students should be able to:

- use a range of terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: <ol style="list-style-type: none"> <li>makes limited use of terminology</li> <li>demonstrates basic knowledge and understanding of content</li> </ol>

	and concepts through limited descriptions and/or examples.
<b>3–4</b>	The student: i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
<b>5–6</b>	The student: i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
<b>7–8</b>	The student: i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

## CRITERION B: INVESTIGATING

### Maximum: 8

At the end of year 3, students should be able to:

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way.
<b>3–4</b>	The student:

	i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results.
<b>5–6</b>	The student: i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results.
<b>7–8</b>	The student: i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results.

## CRITERION C: COMMUNICATING

### Maximum: 8

At the end of year 3, students should be able to:

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i. communicates information and ideas in a way that is not

	always appropriate to the audience and purpose ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.
<b>3–4</b>	The student: i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.
<b>5–6</b>	The student: i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.
<b>7–8</b>	The student: i. communicates information and ideas in a way that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.

## CRITERION D: THINKING CRITICALLY

### Maximum: 8

At the end of year 3, students should be able to:

- analyse concepts, issues, models, visual representation and/or theories
- summarize information to make valid, well-supported arguments
- analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- recognize different perspectives and explain their implications.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way

	<ul style="list-style-type: none"> <li>ii. begins to identify connections between information to make simple arguments</li> <li>iii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data</li> <li>iv. identifies different perspectives.</li> </ul>
<b>3–4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a simple analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. summarizes information to make some adequate arguments</li> <li>iii. analyses sources/data in terms of origin and purpose, recognizing some value and limitations</li> <li>iv. recognizes different perspectives and suggests some of their implications.</li> </ul>
<b>5–6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. summarizes information in order to make usually valid arguments</li> <li>iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations</li> <li>iv. clearly recognizes different perspectives and describes most of their implications.</li> </ul>
<b>7–8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. summarizes information to make consistent, well-supported arguments</li> <li>iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations</li> <li>iv. clearly recognizes different perspectives and consistently explains their implications.</li> </ul>

## **GRADE 7 MYP PHYSICAL & HEALTH EDUCATION (PHE)**

Physical and Health Education empowers and motivates students to lead physically active lives and make healthy life choices. Students develop the knowledge, skills and attitudes to make informed decisions related to their well being and holistic development.

Physical and health education focuses on both learning about and learning through physical activity. There is an emphasis on skills and the development of the learner profile attributes as both an individual and member of a team. Through physical and health education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

The experience and opportunities of physical and health based activities shape our identity and strengthen our communities by allowing us to appreciate other cultures and what binds our common humanity.

**The aims of MYP Physical and Health Education are to encourage and enable students to:** use inquiry to explore physical and health education concepts; participate effectively in a variety of contexts; understand the value of physical activity; achieve and maintain a healthy lifestyle; collaborate and communicate effectively; build positive relationships and demonstrate social responsibility; reflect on their learning experiences.

### **KEY CONCEPTS**

**CHANGE; COMMUNICATION; DEVELOPMENT; RELATIONSHIPS**

### **RELATED CONCEPTS**

**ADAPTION; BALANCE; CHOICE; ENERGY; ENVIRONMENT; FUNCTION; INTERACTION; MOVEMENT; PERSPECTIVE; REFINEMENT; SPACE; SYSTEMS**

### **GLOBAL CONTEXTS**

**IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT**

## COMMAND TERMS

ANALYSE; APPLY; CONSTRUCT; DEFINE; DEMONSTRATE; DESCRIBE; DESIGN; DEVELOP; EVALUATE; EXPLAIN; IDENTIFY; INVESTIGATE; JUSTIFY; LIST; OUTLINE; RECALL; SOLVE; STATE; SUGGEST; SUMMARISE

## GRADE 7 - PHE UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>Back in the Swim of Things</b>	Developing your essential skills may help take a balanced approach to improving your independence and your wellbeing.	Self-Management Self-Motivation Resilience	<b>A</b> <b>C</b>
<b>Get S.M.A.R.T</b>	Self-aware movers may make good choices by using their knowledge of their own strengths and weaknesses to adapt to their development goals.	Organisation Reflection	<b>B</b> <b>D</b>
<b>Better Together</b>	Teams that communicate about space and utilize systems, may be able to better adapt to changes.	Communication Social	<b>A</b> <b>C</b>
<b>Express Yourself</b>	Refining the types of interaction and expression may change performances for the better.	Self-Management	<b>B</b> <b>C</b>
<b>Total Eclipse of the Game</b>	Systems that show positive relationships through effective feedback, develop a team's identity and energy in a game.	Social	<b>A</b> <b>C</b>
<b>Map This Out</b>	Spaces may change, but having an environment of fairness and inclusion can lead to a positive learning experience.	Organisation	<b>D</b>

## ASSESSMENT CRITERIA

### CRITERION A: KNOWING AND UNDERSTANDING

**Maximum: 8**

At the end of year 3, students should be able to:

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: <ul style="list-style-type: none"><li>i. recalls physical and health education factual, procedural and conceptual knowledge</li><li>ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations</li><li>iii. applies physical and health terminology to communicate understanding with limited success.</li></ul>
<b>3–4</b>	The student: <ul style="list-style-type: none"><li>i. states physical and health education factual, procedural and conceptual knowledge</li><li>ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations</li><li>iii. applies physical and health terminology to communicate understanding.</li></ul>
<b>5–6</b>	The student: <ul style="list-style-type: none"><li>i. outlines physical and health education factual, procedural and conceptual knowledge</li><li>ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</li><li>iii. applies physical and health terminology consistently to communicate understanding.</li></ul>
<b>7–8</b>	The student: <ul style="list-style-type: none"><li>i. describes physical and health education factual, procedural</li></ul>

	and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding.
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## CRITERION B: PLANNING FOR PERFORMANCE

### Maximum: 8

At the end of year 3, students should be able to:

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i. states a goal to enhance performance ii. outlines a limited plan for improving physical performance and health.
<b>3–4</b>	The student: i. lists goals to enhance performance ii. outlines a plan for improving physical performance and health.
<b>5–6</b>	The student: i. identifies goals to enhance performance ii. designs a plan for improving physical performance and health.
<b>7–8</b>	The student: i. outlines goals to enhance performance ii. designs and explains a plan for improving physical performance and health.

## CRITERION C: APPLYING AND PERFORMING

### Maximum: 8

At the end of year 3, students should be able to:

- i. demonstrate and apply a range of skills and techniques

- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: <ul style="list-style-type: none"> <li>i. recalls and applies skills and techniques with limited success</li> <li>ii. recalls and applies strategies and movement concepts with limited success</li> <li>iii. recalls and applies information to perform.</li> </ul>
<b>3–4</b>	The student: <ul style="list-style-type: none"> <li>i. demonstrates and applies skills and techniques with limited success</li> <li>ii. demonstrates and applies strategies and movement concepts with limited success</li> <li>iii. identifies and applies information to perform.</li> </ul>
<b>5–6</b>	The student: <ul style="list-style-type: none"> <li>i. demonstrates and applies skills and techniques</li> <li>ii. demonstrates and applies strategies and movement concepts</li> <li>iii. identifies and applies information to perform effectively.</li> </ul>
<b>7–8</b>	The student: <ul style="list-style-type: none"> <li>i. demonstrates and applies a range of skills and techniques</li> <li>ii. demonstrates and applies a range of strategies and movement concepts</li> <li>iii. outlines and applies information to perform effectively.</li> </ul>

## CRITERION D: REFLECTING AND IMPROVING PERFORMANCE

**Maximum: 8**

At the end of year 3, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.

<b>1–2</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies strategies to enhance interpersonal skills</li> <li>ii. states the effectiveness of a plan</li> <li>iii. outlines performance.</li> </ul>
<b>3–4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies and demonstrates strategies to enhance interpersonal skills</li> <li>ii. states the effectiveness of a plan based on the outcome</li> <li>iii. outlines and summarizes performance.</li> </ul>
<b>5–6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. outlines and demonstrates strategies to enhance interpersonal skills</li> <li>ii. describes the effectiveness of a plan based on the outcome</li> <li>iii. outlines and evaluates performance.</li> </ul>
<b>7–8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. describes and demonstrates strategies to enhance interpersonal skills</li> <li>ii. explains the effectiveness of a plan based on the outcome</li> <li>iii. explains and evaluates performance.</li> </ul>

## GRADE 7 MYP DESIGN

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently.

**The aims of MYP design are to encourage and enable students to:** enjoy the design process, develop an appreciation of its elegance and power; develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle; use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems; develop an appreciation of the impact of design innovations for life, global society and environments; appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts; develop respect for others' viewpoints and appreciate alternative solutions to problems; act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

### KEY CONCEPTS

**COMMUNICATION; COMMUNITIES; DEVELOPMENT; SYSTEMS**

### RELATED CONCEPTS

**ADAPTATION; COLLABORATION; ERGONOMICS; EVALUATION; FORM; FUNCTION; INNOVATION; INVENTION; MARKETS AND TRENDS; PERSPECTIVE; RESOURCES; SUSTAINABILITY**

### GLOBAL CONTEXTS

**IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT**

## COMMAND TERMS

ANALYSE; CONSTRUCT; CREATE; DEFINE; DEMONSTRATE; DESCRIBE; DEVELOP; EVALUATE; EXPLAIN; IDENTIFY; JUSTIFY; LIST; OUTLINE; PRESENT; PRIORITISE; STATE; SUMMARISE

## GRADE 7 - DESIGN UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>"Brand Your Class" A Unit on Designing the Class Logo</b>	People consider form and function to visually communicate personal and cultural identities.	Social Communication	A B C D
<b>Game On: Developing Educational Games for Young Learners</b>	Developing innovative solutions may change the perspective of the audience.	Critical Thinking	A B C D
<b>"Visual Catalysts: Igniting Social Awareness in Middle School"</b>	Dynamic interplay of form and function can influence communities in raising social awareness	Critical Thinking Collaborative	A B C D

## ASSESSMENT CRITERIA

### CRITERION A: INQUIRING AND ANALYSING

**Maximum: 8**

At the end of year 3, students should be able to:

- explain and justify the need for a solution to a problem
- construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- analyse a group of similar products that inspire a solution to the problem
- develop a design brief, which presents the analysis of relevant research.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.

<b>1–2</b>	The student: i. states the need for a solution to a problem ii. states some of the main findings of relevant research.
<b>3–4</b>	The student: i. outlines the need for a solution to a problem ii. states the research needed to develop a solution to the problem, with some guidance iii. outlines one existing product that inspires a solution to the problem iv. develops a basic design brief, which outlines some of the findings of relevant research.
<b>5–6</b>	The student: i. explains the need for a solution to a problem ii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem, with some guidance iii. describes a group of similar products that inspire a solution to the problem iv. develops a design brief, which outlines the findings of relevant research.
<b>7–8</b>	The student: i. explains and justifies the need for a solution to a problem ii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. analyses a group of similar products that inspire a solution to the problem iv. develops a design brief, which presents the analysis of relevant research.

## **CRITERION B: DEVELOPING IDEAS**

### **Maximum: 8**

At the end of year 3, students should be able to:

- develop a design specification which outlines the success criteria for the design of a solution based on the data collected
- present a range of feasible design ideas, which can be correctly interpreted by others
- present the chosen design and outline the reasons for its selection
- develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: <ul style="list-style-type: none"> <li>i. lists a few basic success criteria for the design of a solution</li> <li>ii. presents one design idea, which can be interpreted by others</li> <li>iii. creates incomplete planning drawings/diagrams.</li> </ul>
<b>3–4</b>	The student: <ul style="list-style-type: none"> <li>i. constructs a list of the success criteria for the design of a solution</li> <li>ii. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others</li> <li>iii. outlines the main reasons for choosing the design with reference to the design specification</li> <li>iv. creates planning drawings/diagrams or lists requirements for the chosen solution.</li> </ul>
<b>5–6</b>	The student: <ul style="list-style-type: none"> <li>i. develops design specifications, which identify the success criteria for the design of a solution</li> <li>ii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others</li> <li>iii. presents the chosen design and outlines the main reasons for its selection with reference to the design specification</li> <li>iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.</li> </ul>
<b>7–8</b>	The student: <ul style="list-style-type: none"> <li>i. develops a design specification which outlines the success criteria for the design of a solution based on the data collected</li> <li>ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others</li> <li>iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification</li> <li>iv. develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</li> </ul>

## CRITERION C: CREATING THE SOLUTION

### Maximum: 8

At the end of year 3, students should be able to:

- i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. explain changes made to the chosen design and the plan when making the solution.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates minimal technical skills when making the solution ii. creates the solution, which functions poorly and is presented in an incomplete form.
3–4	The student: i. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design or plan when making the solution.
5–6	The student: i. constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. outlines changes made to the chosen design and plan when making the solution.
7–8	The student: i. constructs a logical plan, which outlines the efficient use of

	<p>time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii. demonstrates excellent technical skills when making the solution</p> <p>iii. follows the plan to create the solution, which functions as intended and is presented appropriately</p> <p>iv. explains changes made to the chosen design and plan when making the solution.</p>
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## CRITERION D: EVALUATING

### Maximum: 8

At the end of year 3, students should be able to:

- i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
- ii. explain the success of the solution against the design specification
- iii. describe how the solution could be improved
- iv. describe the impact of the solution on the client/target audience.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	<p>The student:</p> <p>i. describes a testing method, which is used to measure the success of the solution</p> <p>ii. states the success of the solution.</p>
<b>3–4</b>	<p>The student:</p> <p>i. describes a relevant testing method, which generates data, to measure the success of the solution</p> <p>ii. outlines the success of the solution against the design specification based on relevant product testing</p> <p>iii. lists the ways in which the solution could be improved</p> <p>iv. outlines the impact of the solution on the client/target audience.</p>
<b>5–6</b>	<p>The student:</p> <p>i. describes relevant testing methods, which generate data, to measure the success of the solution</p> <p>ii. describes the success of the solution against the design specification based on relevant product testing</p>

	<ul style="list-style-type: none"> <li>iii. outlines how the solution could be improved</li> <li>iv. describes the impact of the solution on the client/target audience, with guidance.</li> </ul>
<b>7–8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution</li> <li>ii. explains the success of the solution against the design specification based on authentic product testing</li> <li>iii. describes how the solution could be improved</li> <li>iv. describes the impact of the solution on the client/target audience.</li> </ul>

## GRADE 7 MYP ARTS (MUSIC, THEATRE & VISUAL ART)

The arts help define our cultural identity, they give us insights into the past, they connect to what is valued in the present and help us aspire to the future. The arts help us examine our world, share experiences and understandings and realise what it means to be human. Through the study of visual arts we are given the opportunity to build a collective dialogue and deepen our intercultural understanding. The Arts values the process of creating, performing and presenting works of art and learners are encouraged to think and develop the working behaviours of artists in these disciplines. The creative thinking encouraged by the study of the arts helps students to develop social, emotional, intellectual and personal skills which builds self-confidence and helps the learner to creatively express themselves across other subject disciplines. The Arts encourage students to work both independently and collaboratively and use their imagination in creative ways. Students develop their sense of compassion, identity and empathy as they seek to understand and enrich lives through a study of the arts.

**Students are encouraged to inquire through:** questioning; weighing up ideas and possibilities before making a choice (ideation); visualising outcomes; considering perspectives; evaluating ideas; experimenting; identifying challenges and finding strategies to overcome them; risk-taking when reflecting, analysing and evaluating their work.

**The aims of MYP arts are to encourage and enable students to:** enjoy lifelong engagement with the arts; explore the arts across time, cultures and contexts; understand the relationship between art and its contexts; develop the skills necessary to create and to perform art; express ideas creatively; reflect on their own development as young artists.

### KEY CONCEPTS

**AESTHETICS; CHANGE; COMMUNICATION; IDENTITY.**

### RELATED CONCEPTS

**AUDIENCE; BOUNDARIES; COMPOSITION; EXPRESSION; GENRE; INNOVATION; INTERPRETATION; NARRATIVE; PRESENTATION; REPRESENTATION; STYLE; VISUAL CULTURE**

### GLOBAL CONTEXTS

**IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION &**

## SUSTAINABILITY; FAIRNESS & DEVELOPMENT

### COMMAND TERMS

ANALYSE; DESCRIBE; EVALUATE; IDENTIFY; OUTLINE

### GRADE 7 - MUSIC UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>"Music In Our Blood": Musical Theatre</b>	The intersection of musical and theatrical elements communicates different aesthetic and cultural messages than the individual elements communicate on their own.	Communication Social Self-Management Research Thinking	<b>A B C D</b>
<b>"Innovations in Communication". Exploring Creative Communication through Experimental Instruments</b>	How do unconventional musical instruments and sound generators, created through scientific and technical innovations, provide unique opportunities for creative communication in the world of music?	Communication Self-Management Thinking	<b>A B C D</b>
<b>Pop Hits Reimagined: Exploring Change through Musical Adaptation (80'-Today)</b>	How does the process of reimagining and adapting popular songs provide a platform to explore the concept of change, both personally and culturally, while expressing individual and collective identities?	Communication Social Self-Management	<b>A B C D</b>

## GRADE 7 - THEATRE UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>WHO AM I in relation to others?</b>	The expression of identity depends on the audience you have and the exchanges and interactions you have with them.	Creative Thinking Communication	A B C D
<b>Discovering CREATIVITY on stage</b>	Creativity can be communicated through different themes and styles	Social Self-management	A B C D

## GRADE 7 - VISUAL ARTS UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
<b>Building Miniature worlds</b>	Ceramic houses serve as expressions of personal identity and imagination, reflecting cultural influences and creative choices.	Self management	B C D
<b>Skill development through the art of Rousseau's impressionistic jungles</b>	By exploring the symbolism and representation of the natural world in Henri Rousseau's "Jungle" paintings, we can deepen our understanding of the complex relationship between nature and human society, and use art as a tool to raise awareness and promote environmental sustainability.	Communication Self-management	A B C D
<b>Printmaking</b>	Japanese Hokusai block printing along with German expressionist printmaking as a way to use composition and	Reflection Communication	A B C

	mark making to engage in expressive art.		
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## ASSESSMENT CRITERIA

### CRITERION A: KNOWING AND UNDERSTANDING

#### Maximum: 8

At the end of year 3/Intermediate stage, students should be able to:

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. analyse an artwork or performance from the chosen movement or genre.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: <ol style="list-style-type: none"> <li>i. provides limited information that is not always related to the statement of inquiry</li> <li>ii. identifies features of an artwork or performance including two from elements, techniques and context.</li> </ol>
<b>3–4</b>	The student: <ol style="list-style-type: none"> <li>i. provides mostly relevant information that is related to the statement of inquiry</li> <li>ii. outlines features of an artwork or performance including two from elements, techniques and context.</li> </ol>
<b>5–6</b>	The student: <ol style="list-style-type: none"> <li>i. provides relevant information that is related to the statement of inquiry</li> <li>ii. describes features of an artwork or performance including two from elements, techniques and context.</li> </ol>
<b>7–8</b>	The student: <ol style="list-style-type: none"> <li>i. provides comprehensive, relevant information that is related to the statement of inquiry</li> <li>ii. analyses features of an artwork or performance including elements, techniques and context.</li> </ol>

## CRITERION B: DEVELOPING

### Maximum: 8

At the end of year 3/Intermediate stage, students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. demonstrates limited practical exploration of an idea or ideas</li><li>ii. presents a clear artistic intention and states artistic choices.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. demonstrates sufficient practical exploration of an idea or ideas</li><li>ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. demonstrates substantial practical exploration of an idea or ideas</li><li>ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. demonstrates extensive and varied practical exploration of an idea or ideas</li><li>ii. presents a clear artistic intention in line with the statement of inquiry and explains artistic choices.</li></ul>

## CRITERION C: CREATING/PERFORMING

### Maximum: 8

At the end of year 3/intermediate stage, students should be able to:

- i. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i. demonstrates limited skills and techniques through the creation or performance of a finalized work.
<b>3–4</b>	The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.
<b>5–6</b>	The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.
<b>7–8</b>	The student: i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work.

**Note:** The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. The increase in sophistication of skills is determined by the skill set developed through each unit, over the years of study. It is expected that teachers plan carefully the skills they expect students to master over each year of the programme in the MYP arts.

## CRITERION D: EVALUATING

### Maximum: 8

At the end of year 3/intermediate stage, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Achievement level	Level descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student: i. outlines some elements of their own artwork or performance ii. identifies some aspects of their development as an artist.

<b>3–4</b>	The student: i. describes their own artwork or performance ii. outlines their development as an artist.
<b>5–6</b>	The student: i. analyses their own artwork or performance ii. describes their development as an artist.
<b>7–8</b>	The student: i. evaluates their own artwork or performance ii. analyses their development as an artist.

## **GRADE 7 MYP INTERDISCIPLINARY UNIT**

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful. In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

The MYP interdisciplinary curriculum is developed across a continuum in which disciplines borrow from each other, share common threads, combine in formal units of study or are organized into discrete courses. The MYP promotes interdisciplinary inquiry by integrating discipline-based conceptual understanding within the following global contexts; identities and relationships; orientation in space and time; personal and cultural expression; scientific and technical innovation; globalization and sustainability; fairness and development

**The aims of interdisciplinary learning in the MYP are to encourage students to:** develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding; explore (and integrate) different and diverse perspectives through inquiry; reflect on the unique ways interdisciplinary learning allows us to communicate and act.

### **KEY CONCEPTS**

**CREATIVITY; SYSTEMS**

### **DISCIPLINARY RELATED CONCEPTS**

**ARTS: MUSIC**

**AUDIENCE; COMPOSITION; EXPRESSION; INNOVATION; PLAY**

**INDIVIDUALS AND SOCIETIES**

**CULTURE; IDENTITY; INNOVATION; REVOLUTION**

**SCIENCE**

**FUNCTION; PATTERNS**

**MATHEMATICS**

**MODELS; PATTERNS**

## DESIGN

COLLABORATION; FORM; FUNCTION

## GLOBAL CONTEXTS

IDENTITIES & RELATIONSHIPS; ORIENTATION IN SPACE & TIME; PERSONAL & CULTURAL EXPRESSION; SCIENTIFIC & TECHNICAL INNOVATION; GLOBALIZATION & SUSTAINABILITY; FAIRNESS & DEVELOPMENT

## GRADE 7 - INTERDISCIPLINARY UNIT

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
Meeting Malta	A culture is the product of the interaction of history, events, people, and the natural world.	Communication Social Self-management Research Thinking	A B C

## SUBJECT AREAS EXPLORED

- Individuals and Societies (I&S)
- Language Acquisition (Maltese)
- Science
- Music
- Theatre
- Visual Art
- Design

## ASSESSMENT CRITERIA

### CRITERION A: EVALUATING

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to: analyse disciplinary knowledge; evaluate interdisciplinary perspectives within a source, work or text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>• attempts to analyse by identifying disciplinary knowledge</li> <li>• attempts to evaluate by stating the strengths or limitations of interdisciplinary perspectives.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>• partially analyses by outlining the disciplinary knowledge</li> <li>• partially evaluates by outlining the strengths or limitations of interdisciplinary perspectives.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>• analyses by describing disciplinary knowledge</li> <li>• evaluates by describing the strengths and limitations of interdisciplinary perspectives.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>• fully analyses by explaining disciplinary knowledge</li> <li>• fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives.</li> </ul>

**Note:** Evaluating is based on students’ integration of disciplinary knowledge—analysing sources or selecting relevant knowledge from their disciplinary grounding, then evaluating its contribution to the interdisciplinary inquiry. The command terms in criterion A are analyse and evaluate. The other terms (identify/state, outline, describe, explain) refer to the depth and specificity of students’ analysis of evaluation. Teachers will clarify what this looks like at different levels using the task-specific clarification.

## CRITERION B: SYNTHESIZING

**Maximum: 8**

In order to address real-world and contextual issues and ideas, students will be able to: create a product that communicates a purposeful interdisciplinary understanding; justify how their product communicates interdisciplinary understanding.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of

	the descriptors below.
<b>1–2</b>	The student: <ul style="list-style-type: none"> <li>• creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding</li> <li>• states how their product communicates interdisciplinary knowledge.</li> </ul>
<b>3–4</b>	The student: <ul style="list-style-type: none"> <li>• creates a product that applies disciplinary knowledge to partially communicate interdisciplinary understanding</li> <li>• outlines how their product communicates interdisciplinary knowledge.</li> </ul>
<b>5–6</b>	The student: <ul style="list-style-type: none"> <li>• creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding</li> <li>• describes how their product communicates interdisciplinary knowledge.</li> </ul>
<b>7–8</b>	The student: <ul style="list-style-type: none"> <li>• creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding</li> <li>• justifies how their product communicates interdisciplinary knowledge</li> </ul>

**Note:** For this criterion, strand i should be adapted to be task-specific to the purpose of integration and the product.

## CRITERION C: REFLECTING

### Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to: discuss the development of their own interdisciplinary learning; discuss how new interdisciplinary understanding enables action.

<b>Achievement level</b>	<b>Level descriptor</b>
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors below.
<b>1–2</b>	The student:

	<ul style="list-style-type: none"> <li>• states the development of their own interdisciplinary learning</li> <li>• states how new interdisciplinary understanding enables future action.</li> </ul>
<b>3–4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• outlines the development of their own interdisciplinary learning</li> <li>• outlines how new interdisciplinary understanding enables action.</li> </ul>
<b>5–6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• describes the development of their own interdisciplinary learning</li> <li>• describes how new interdisciplinary understanding enables action.</li> </ul>
<b>7–8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• discusses the development of their own interdisciplinary learning</li> <li>• discusses how new interdisciplinary understanding enables action.</li> </ul>

For this criterion, “action” can refer to action taken during the interdisciplinary learning process, or to future action that students have not yet taken, but they may plan to take to extend their interdisciplinary understanding

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