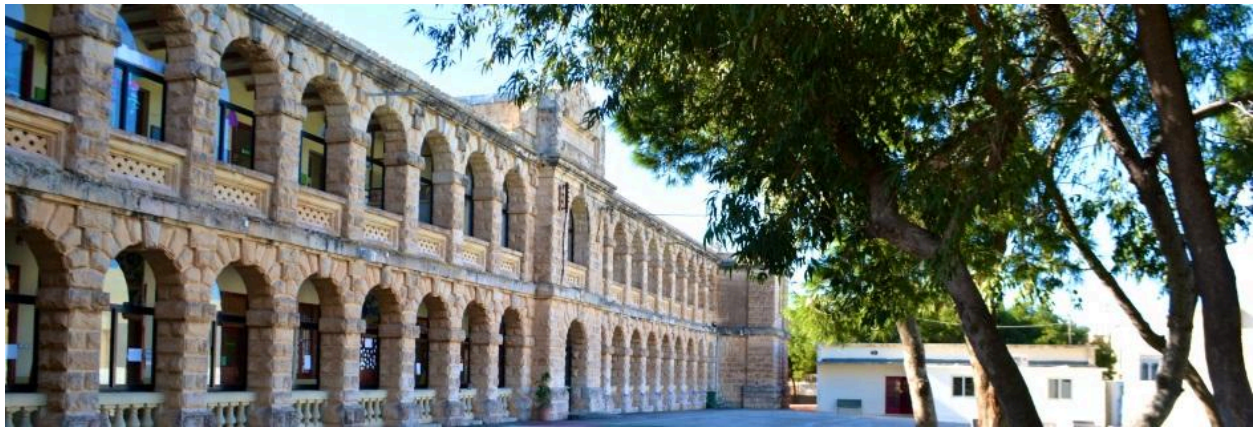# Verdala
INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME (MYP)
GRADE 6 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.
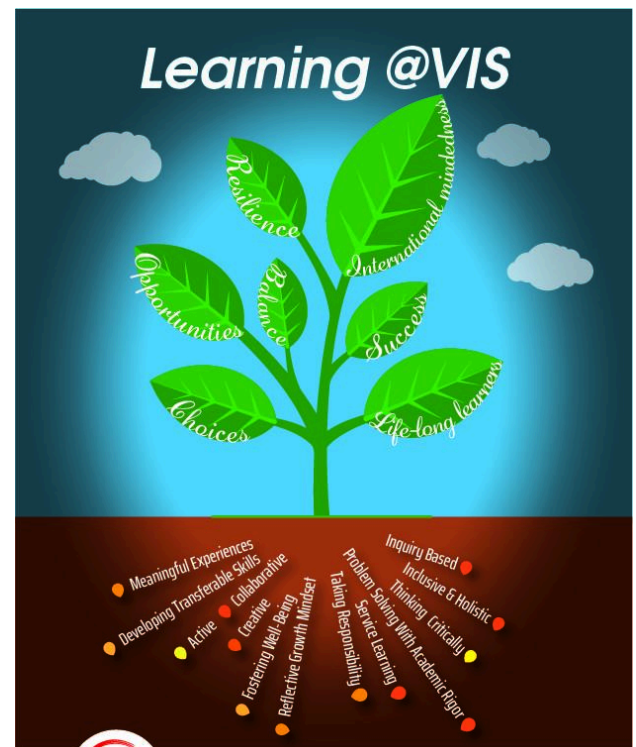
Learning @VIS

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:
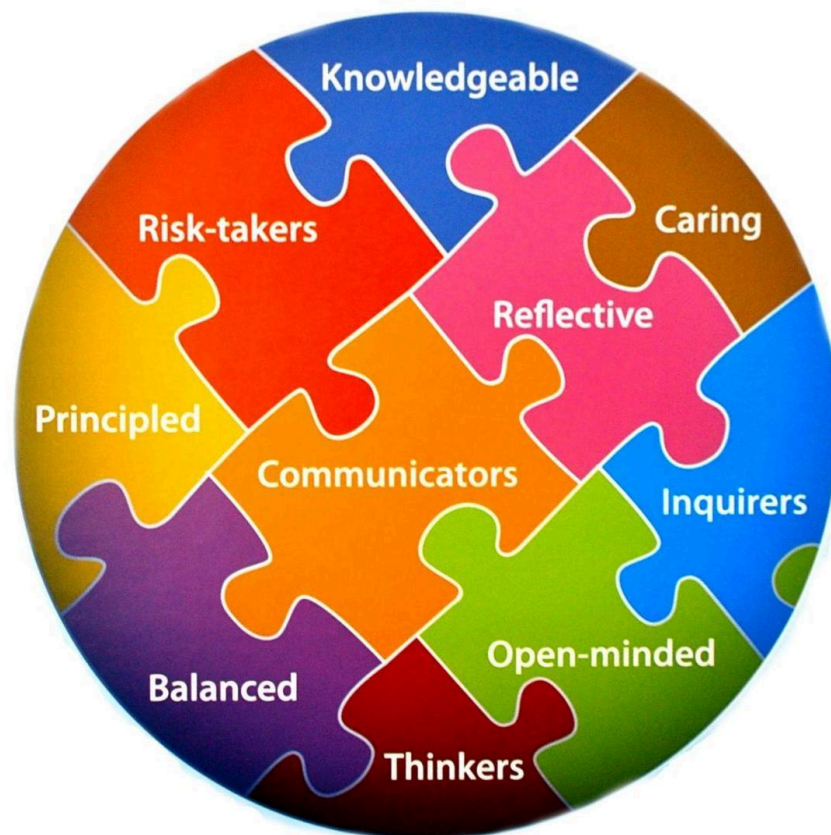
WHAT IS THE MIDDLE YEARS PROGRAMME?

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 76 for further details)

SUBJECTS OFFERED IN GRADE 6

G6 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.

In Grades 6, the sessions are used to reinforce study skills, particularly those related to self-management and the development of affective, cognitive and metacognitive learning tools.

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:

Grade	Boundary Guideline	Descriptor
1	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.
2	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.
3	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.
4	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.
5	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.
6	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.
7	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 6 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 6 - ENGLISH LANGUAGE AND LITERATURE UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED?
Is this for real?	Relationships between fictional characters guide the reader to interpret a theme and make text-to-world connections.	Resilience	**A** **D**
Exploring cultures and traditions	Through communication, writers use speeches to craft powerful messages with the purpose of teaching about their personal and cultural expression.	Creative-thinking	**B** **C** **D**
Myths and Legends: A mirror of reality?	For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behaviour and individual and cultural identities.	Social Communication	**A** **D**
Do advertise-ments rule the world?	Advertisements share a common purpose, but through making certain linguistic and stylistic choices, writers can communicate ideas and tailor their messages to appeal to specific audiences on a global scale.	Media Literacy Information Literacy	**A** **B** **D**

ASSESSMENT CRITERIA

CRITERION A: ANALYSING

Maximum: 8

At the end of year 1, students should be able to:
i. identify and comment upon significant aspects of texts
ii. identify and comment upon the creator's choices
iii. justify opinions and ideas, using examples, explanations and terminology
iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification and comment upon significant aspects of texts ii. provides **minimal** identification and comment upon the creator's choices iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. **identifies few** similarities and differences in features **within and between texts**.
3–4	The student: i. provides **adequate** identification and comment upon significant aspects of texts ii. provides **adequate** identification and comment upon the creator's choices iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. **identifies some** similarities and differences in features **within and between texts**.
5–6	The student: i. provides **substantial** identification and comment upon significant aspects of texts ii. provides **substantial** identification and comment upon the creator's choices iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology

	iv. **describes some** similarities and differences in features **within and between texts**.
7–8	The student: i. provides **perceptive** identification and comment upon significant aspects of texts ii. provides **perceptive** identification and comment upon the creator's choices iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology iv. **compares and contrasts** features **within and between texts**.

CRITERION B: ORGANISING

Maximum: 8

At the end of year 1, students should be able to:

i. employ organisational structures that serve the context and intention

ii. organise opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organisational structures, though these may not always serve the context and intention ii. organises opinions and ideas with a **minimal degree of logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organisational structures that serve the context and intention ii. organises opinions and ideas with **some degree of logic** iii. makes **adequate** use of referencing and formatting tools to

Achievement level	Level descriptor
	create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organisational structures that serve the context and intention ii. organises opinions and ideas in a **logical** manner, with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organisational structures that serve the context and intention **effectively** ii. **effectively** organises opinions and ideas in a logical manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

CRITERION C: PRODUCING TEXT
Maximum: 8
At the end of year 1, students should be able to:
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to support ideas.

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

3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience iii. selects **some** relevant details and examples to support ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to support ideas.
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii. selects **extensive** relevant details and examples to support ideas.

CRITERION D: USING LANGUAGE
Maximum: 8
At the end of year 1, 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 **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence

	structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

GRADE 6 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 6 - LANGUAGE ACQUISITION - FRENCH, ITALIAN, SPANISH (PHASE 1 & 2) UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
How about learning a new language?	When we learn a new language, it is sometimes necessary to follow certain structures and conventions in order to communicate effectively.	Communication Reflection Organisational Critical thinking Creativity	A B C D
Who are your relatives?	By learning a new language, we can define our identity by the people around us and the relationships we form.	Communication Critical thinking.	A B C D
Where do you feel at home?	It is by learning a new language that we can give meaning to the places around us and redefine our home in a creative manner.	Communication Critical thinking Transferable	A B C D
What's the plan today?	Using language and its structure, we may express our culture through our routine, but we create and adopt new habits according to our environment.	Communication Critical thinking Transferable	A B C D

GRADE 6 - LANGUAGE ACQUISITION - MALTESE (PHASE 1) UNITS

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

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:

i. identify explicit and implicit information (facts and/or opinions, and supporting details)

ii. analyse conventions

iii. analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	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.
3–4	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.
5–6	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.
7–8	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

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

	ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
5–6	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.
7–8	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 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.

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

3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication iii.uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension iv.during interaction, communicates **most** of the relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.

CRITERION D: WRITING

Maximum: 8

At the end of the capable 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.

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

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

GRADE 6 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 6 - MATHEMATICS UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
Is fairness always equal?	Making **fair** judgments can be helped by understanding **equivalence** and a variety of numeric **systems** and **forms**.	Critical-thinking Transfer, Communication	**A** **B** **C**
How can we bring things together?	**Identifying** and using **patterns** and rules is the key to **simplifying relationships**, in life and in algebra.	Critical-thinking Self-management Information literacy	**A**
How can data help us save the world?	**Representing** data visually helps to identify **relationships** that can **justify global** decisions.	Communication Information literacy Reflection	**A** **D**
Cross the bridge or keep a balance?	Unknowns and **variables** can be **modelled** and solved using algebraic **logic**, which can be **expressed** in different **personal** and **cultural** ways.	Critical-thinking Transfer Communication	**A** **C** **D**
How do we measure	**Measurement** is expressed in various **forms** to communicate	Critical-thinking Communication	**A** **B**

up?	the **space** around or within an object	Creative-thinking	**C**
What's next?	Mathematical **logic** helps us to find **general** rules in **quantities** and relationships and to make **exciting, innovative discoveries**.	Critical-thinking Media-literacy Communication Collaboration	**A** **D**

ASSESSMENT CRITERIA

CRITERION A: KNOWING AND UNDERSTANDING

Maximum: 8

At the end of year 1, students should be able to:
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
ii. apply the selected mathematics successfully when solving problems
iii. solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1−2	The student is able to: i. select appropriate mathematics when solving **simple 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.
3−4	The student is able to: i. select appropriate mathematics when solving **more complex 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.
5−6	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.
7−8	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 1, students should be able to:
i. apply mathematical problem-solving techniques to recognize patterns
ii. describe patterns as relationships or general rules consistent with findings
iii. verify whether the pattern works for other examples.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1−2	The student is able to: i. **apply**, **with teacher support**, mathematical problem-solving techniques to recognize **simple patterns** ii. **state** predictions consistent with simple patterns iii. *(not demonstrated at this level)*.
3−4	The student is able to: i. **apply** mathematical problem-solving techniques to recognize **patterns** ii. **suggest** how these patterns work iii. *(not demonstrated at this level)*.
5−6	The student is able to: i. **apply** mathematical problem-solving techniques to recognize **patterns** ii. **suggest relationships** or general rules consistent with findings iii. verify whether patterns work for **another example**.

Achievement level	Level descriptor
7–8	The student is able to: i. **select** and **apply** mathematical problem-solving techniques to recognize **correct patterns** ii. **describe patterns as relationships** or general rules consistent with **correct findings** iii. verify whether patterns work for **other examples**.

CRITERION C: COMMUNICATING
Maximum: 8

At the end of year 1, students should be able to:
i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
ii. use appropriate forms of mathematical representation to present information
iii. communicate coherent mathematical lines of reasoning
iv. organize information using a logical structure.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. use **limited** mathematical language ii. use **limited forms** of mathematical representation to present information iii. communicate through lines of reasoning that are **difficult to understand** iv. *(not demonstrated at this level)*.
3–4	The student is able to: i. use **some appropriate** mathematical language ii. use **appropriate forms** of mathematical representation to present information **adequately** iii. communicate through lines of reasoning that are **able to be understood**, although these are **not always coherent** iv. **adequately organize** information using a logical structure
5–6	The student is able to: i. **usually** use **appropriate** mathematical language ii. **usually** use **appropriate forms** of mathematical representation to present information **correctly**

	iii. communicate through lines of reasoning that are **usually coherent** iv. **present** work that is **usually organized** using a logical structure.
7–8	The student is able to: i. **consistently** use **appropriate** mathematical language ii. **consistently** use **appropriate forms** of mathematical representation to present information **correctly** iii. communicate **clearly** through **coherent** lines of reasoning iv. 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 1, 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. describe whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. identify **some** of the elements of the authentic real-life situation ii. apply mathematical strategies to **find a solution** to the authentic real-life situation, **with limited success** iii. *(not demonstrated at this level)* iv. *(not demonstrated at this level)* v. *(not demonstrated at this level)*.
3–4	The student is able to: i. identify the **relevant** elements of the authentic real-life situation ii. apply mathematical strategies to **reach a solution** to the authentic real-life situation iii. *(not demonstrated at this level)* iv. *(not demonstrated at this level)*

	v. *(not demonstrated at this level)*.
5−6	The student is able to: i. identify the **relevant** elements of the authentic real-life situation ii. select **adequate** mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to **reach a valid solution** to the authentic real-life situation iv. **describe** the degree of accuracy of the solution v. **state correctly** whether the solution makes sense in the context of the authentic real-life situation.
7−8	The student is able to: i. identify the **relevant** elements of the authentic real-life situation ii. select **adequate** mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to **reach a correct solution** to the authentic real-life situation iv. **explain** the degree of accuracy of the solution v. **describe correctly** whether the solution makes sense in the context of the authentic real-life situation.

GRADE 6 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 6 - COORDINATED SCIENCE UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
Matter	Models can be used to represent changes in form	Communication Research Thinking	**D**
Forces (Space)	Investigating systems helps us understand how forces and motion interact and how we can apply this knowledge to create new technologies.	Thinking Skills Communication	**B** **C**
Cells	Cells adapt to their structural forms to contribute to the functioning of larger biological systems	ThinkinG Communication	**A**
Separation techniques	Observing and describing the form and properties of a substance helps us to understand its identity and its relationship with the environment	Thinking Communication	**A**
Body systems	How various systems function and interact is critical for healthy physical development	Thinking	**B** **C**

Energy	Energy systems and relationships impact sustainable change in different ways and at different scales.	Research Communication	
			D

ASSESSMENT CRITERIA

CRITERION A: KNOWING AND UNDERSTANDING

Maximum: 8

At the end of year 1, students should be able to:

i. outline scientific knowledge

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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments, with limited success.
3–4	The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments.
5–6	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments.
7–8	The student is able to: i. outline scientific knowledge 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.

CRITERION B: INQUIRING AND DESIGNING
Maximum: 8
At the end of year 1, students should be able to:
i. outline an appropriate problem or research question to be tested by a scientific investigation
ii. outline a testable prediction using scientific reasoning
iii. outline how to manipulate the variables, and outline how data will be collected
iv. design scientific investigations.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. select a problem or question to be tested by a scientific investigation ii. select a testable prediction iii. state a variable iv. design a method with limited success.
3–4	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. state a testable prediction iii. state how to manipulate the variables, and state how data will be collected iv. design a safe method in which he or she selects materials and equipment.
5–6	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable prediction iii. outline how to manipulate the variables, and state how relevant data will be collected

	iv. design a complete and safe method in which he or she selects appropriate materials and equipment.
7–8	The student is able to: i. outline a problem or question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

CRITERION C: PROCESSING AND EVALUATING

Maximum: 8

At the end of year 1, students should be able to:

i. present collected and transformed data

ii. interpret data and outline results using scientific reasoning

iii. discuss the validity of a prediction based on the outcome of the scientific investigation

iv. discuss the validity of the method

v. describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. collect and present data in numerical and/or visual forms ii. interpret data iii. state the validity of a prediction based on the outcome of a scientific investigation, with limited success iv. state the validity of the method based on the outcome of a scientific investigation, with limited success v. state improvements or extensions to the method that would benefit the scientific investigation, with limited success.
3–4	The student is able to: i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and outline results

	iii. state the validity of a prediction based on the outcome of a scientific investigation iv. state the validity of the method based on the outcome of a scientific investigation v. state improvements or extensions	
5–6	The student is able to: i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately interpret data and outline results using scientific reasoning iii. outline the validity of a prediction based on the outcome of a scientific investigation iv. outline the validity of the method based on the outcome of a scientific investigation v. outline improvements or extensions to the method that would benefit the scientific investigation.	
7–8	The student is able to: i. correctly collect, organize, transform and present data in numerical and/or visual forms ii. accurately interpret data and outline results using correct scientific reasoning iii. discuss the validity of a prediction based on the outcome of a scientific investigation iv. discuss the validity of the method based on the outcome of a scientific investigation v. describe improvements or extensions	

CRITERION D: REFLECTING ON THE IMPACTS OF SCIENCE
Maximum: 8

At the end of year 1, students should be able to:

i. summarize the ways in which science is applied and used to address a specific problem or issue

ii. describe and summarize 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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of

	the descriptors below.
1–2	The student is able to, with limited success: i. state the ways in which science is used to address a specific problem or issue ii. state the implications of using science to solve a specific problem or issue, interacting with a factor iii. apply scientific language to communicate understanding iv. document sources.
3–4	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 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.
5–6	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. usually apply scientific language to communicate understanding clearly and precisely iv. usually document sources correctly.
7–8	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 and summarize 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.

GRADE 6 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 6 - I&S UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
How can maps provide us with a sense of time, space and place?	Patterns are evident in time, place and space, at a variety of scales, and these impact the world around us.	Communication Creative thinking Critical-thinking Information literacy Reflection	**A B C D**
What can we learn from different civilizations?	Civilizations have developed at different times and locations bringing about change and innovation that often influence how we view them today	Creative thinking Critical-thinking Information literacy Reflection	**A B C D**
What does it mean to be a global citizen?	Individuals and communities (global interactions) are the driving force of choice and power leading to globalisation and sustainability.	Creative-thinking Critical-thinking Communication Information literacy	**A B C D**

ASSESSMENT CRITERIA

CRITERION A: KNOWING AND UNDERSTANDING

Maximum: 8

At the end of year 1, students should be able to:

i. use vocabulary in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **recognizes some** vocabulary

	ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student: i. **uses some** vocabulary ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples.
5–6	The student: i. **uses considerable relevant** vocabulary, **often accurately** ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: i. **consistently** uses **relevant** vocabulary **accurately** ii. demonstrates **excellent** knowledge and understanding of content and concepts through **detailed** descriptions, explanations and examples.

CRITERION B: INVESTIGATING

Maximum: 8

At the end of year 1, students should be able to:

i. explain the choice of a research question

ii. follow an action plan to explore a research question

iii. collect and record relevant information consistent with the research question

iv. reflect on the process and results of the investigation.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** a research question ii. follows an action plan in a **limited way** to explore a research question iii. **collects** and **records** information, to a **limited extent** iv. **with guidance**, reflects on the research process and results, to a limited **extent**.

3–4	The student: i. **describes** the choice of a research question ii. **partially** follows an action plan to explore a research question iii. **uses** a method or methods to collect and record **some relevant** information iv. **with guidance**, reflects on the research process and results with **some** depth.
5–6	The student: i. **describes** the choice of a research question **in detail** ii. **mostly** follows an action plan to explore a research question iii. **uses** method(s) to collect and record **often relevant** information iv. **reflects** on the research process and results.
7–8	The student: i. **explains** the choice of a research question ii. **effectively** follows an action plan to explore a research question iii. **uses** methods to collect and record **consistently relevant** information iv. **thoroughly** reflects on the research process and results.

CRITERION C: COMMUNICATING

Maximum: 8

At the end of year 1, students should be able to:

i. communicate information and ideas with clarity

ii. organize information and ideas effectively for the task

iii. list sources of information in a way that follows the task instructions.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. communicates information and ideas in a style that is **not always** clear ii. organizes information and ideas **in a limited way** iii. **inconsistently** lists sources, not following the task instructions.
3–4	The student: i. communicates information and ideas in a way that is

	somewhat clear ii. **somewhat** organizes information and ideas iii. lists sources in a way that **sometimes** follows the task instructions.
5–6	The student: i. communicates information and ideas in a way that is **mostly** clear ii. **mostly** organizes information and ideas iii. lists sources in a way that **often** follows the task instructions.
7–8	The student: i. communicates information and ideas in a way that is **completely** clear ii. **completely** organizes information and ideas **effectively** iii. lists sources in a way that **always** follows the task instructions.

CRITERION D: THINKING CRITICALLY

Maximum: 8

At the end of year 1, students should be able to:

i. identify the main points of ideas, events, visual representation or arguments

ii. use information to justify an opinion

iii. identify and analyse a range of sources/data in terms of origin and purpose

iv. identify different views and their implications.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies the main points of ideas, events, visual representation or arguments **to a limited extent** ii. **rarely** uses information to justify opinions iii. identifies the origin and purpose of **limited** sources/data iv. identifies **some** different views.
3–4	The student: i. identifies **some** main points of ideas, events, visual representation or arguments ii. justifies opinions with **some** information

	iii. **identifies** the origin and purpose of sources/data iv. identifies **some** different views and suggests **some** of their implications.
5–6	The student: i. **identifies** the main points of ideas, events, visual representation or arguments ii. gives **sufficient** justification of opinions using information iii. identifies the origin and purpose of a **range** of sources/data iv. identifies different views and **most** of their implications.
7–8	The student: i. identifies **in detail** the main points of ideas, events, visual representation or arguments ii. gives **detailed** justification of opinions using information iii. **consistently** identifies and **analyses a range** of sources/data in terms of origin and purpose iv. **consistently** identifies different views and their implications

GRADE 6 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 6 - PHE UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED?
Splish Splash	Developing your essential skills may help take a balanced approach to improving your independence and your wellbeing.	Self-Management	**A** **C**
The Starting Line	Happy, well-adjusted, motivated, movers may use systems to develop a plan, and make choices based on their own social, emotional, and physical health	Organisation Self-Management Reflection	**B** **D**
Me to We	To best function as a team, communication and movement can help organise interactions in time and space.	Communication Collaboration	**A** **C**
Jump Around	Successful performances may include energy and personal expression, after refinement and change have occurred.	Self-Management	**B** **C**
Chicken Run	Player identities and relationships can improve interactions using feedback, leading to game perspective.	Collaboration	**A** **C**
Go Where Adventure Leads You	Your happiness and mindset can be influenced by the connections you have, the adaptations you make, and the activities you participate in.	Collaboration	**D**

ASSESSMENT CRITERIA

CRITERION A: KNOWING AND UNDERSTANDING

Maximum: 8

At the end of year 1, students should be able to:

i. outline physical and health education-related factual, procedural and conceptual knowledge

ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1−2	The student: i. **recalls some** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues iii. **recalls** physical and health terminology.
3−4	The student: i. **recalls** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in **familiar situations** iii. **applies** physical and health terminology to communicate understanding **with limited success**.
5−6	The student: i. **states** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **solve** problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding.
7−8	The student: i. **outlines** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to

	describe issues and **solve** problems set in familiar **and unfamiliar situations** iii. **applies** physical and health terminology **consistently** to communicate understanding.

CRITERION B: PLANNING FOR PERFORMANCE

Maximum: 8

At the end of year 1, students should be able to:

i. identify goals to enhance performance

ii. construct and outline a plan for improving physical activity and health.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** a goal to enhance performance ii. **states** a plan for improving physical activity and health.
3–4	The student: i. **defines** a goal to enhance performance ii. **outlines a basic** plan for improving physical activity and health.
5–6	The student: i. **lists** goals to enhance performance ii. **outlines** a plan for improving physical activity and health.
7–8	The student: i. **identifies** goals to enhance performance ii. **constructs** a plan for improving physical activity and health.

CRITERION C: APPLYING AND PERFORMING

Maximum: 8

At the end of year 1, students should be able to:

i. recall and apply a range of skills and techniques

ii. recall and apply a range of strategies and movement concepts

iii. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls limited** skills and techniques ii. **recalls limited** strategies and movement concepts iii. **recalls limited** information to perform.
3–4	The student: i. **recalls some** skills and techniques ii. **recalls some** strategies and movement concepts iii. **recalls some** information to perform.
5–6	The student: i. **recalls** and **applies some** skills and techniques ii. **recalls** and **applies some** strategies and movement concepts iii. **recalls** and **applies some** information to perform **effectively**.
7–8	The student: i. **recalls** and **applies a range** of skills and techniques ii. **recalls** and **applies a range** of strategies and movement concepts iii. **recalls** and **applies** information to perform **effectively**.

CRITERION D: REFLECTING AND IMPROVING PERFORMANCE

Maximum: 8

At the end of year 1, students should be able to:

i. identify and demonstrate strategies to enhance interpersonal skills

ii. describe the effectiveness of a plan based on the outcome

iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** a strategy to enhance interpersonal skills ii. **identifies** the effectiveness of a plan iii. **outlines** performance.
3–4	The student:

	i. **identifies** strategies to enhance interpersonal skills ii. **states** the effectiveness of a plan iii. **describes** performance.
5–6	The student: i. **identifies** and **sometimes demonstrates** strategies to enhance interpersonal skills ii. **describes** the effectiveness of a plan iii. **outlines** and **summarizes** performance.
7–8	The student: i. **identifies** and **demonstrates** strategies to enhance interpersonal skills ii. **describes** the effectiveness of a plan **based on the outcome** iii. **describes** and **summarizes** performance.

GRADE 6 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 6 - DESIGN UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
Spread Joy in the Community: Pop-Up Cards for Nursing Home Residents	Communication that uses effective form and function with perspective can create happy and bonded communities.	Information Literacy Organization	A B C D
Reel Them In: Crafting Book Trailers to Inspire Reading	Adaptations that are promoted with critically analysed resources can influence the choice of products in markets and trends	Information Literacy	A B C D
Coding Morals: Storytelling through Programming	Storytellers use form, function and perspective to develop a story to teach cultural values, moral reasoning and ethical judgement	Communication Critical Thinking	A B C D

ASSESSMENT CRITERIA

CRITERION A: INQUIRING AND ANALYSING

Maximum: 8

At the end of year 1, students should be able to:

i. explain and justify the need for a solution to a problem

ii. state and prioritize the main points of research needed to develop a solution to the problem

iii. describe the main features of one existing product that inspires a solution to the problem

iv. present the main findings of relevant research.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1−2	The student: i. **states** the need for a solution to a problem ii. **states** the findings of research.
3−4	The student: i. **outlines** the need for a solution to a problem ii. **states some** points of research needed to **develop** a solution, **with some guidance** iii. **states** the main features of an existing product that inspires a solution to the problem iv. **outlines some of** the main findings of research.
5−6	The student: i. **explains** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines** the main features of an existing product that inspires a solution to the problem iv. **outlines** the main findings of relevant research.
7−8	The student: i. **explains** and **justifies** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance** iii. **describes** the main features of an existing product that inspires a solution to the problem iv. **presents** the main findings of relevant research.

CRITERION B: DEVELOPING IDEAS

Maximum: 8

At the end of year 1, students should be able to:

i. develop a list of success criteria for the solution

ii. present feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design

iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states one** basic success criterion for a solution ii. **presents one** design idea, which can be interpreted by others iii. **creates** an incomplete planning drawing/diagram.
3–4	The student: i. **states a few** success criteria for the solution ii. **presents more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. **states** the key features of the chosen design iv. **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution.
5–6	The student: i. **develops a few** success criteria for the solution ii. **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. **presents** the chosen design **stating** the key features iv. **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution.
7–8	The student: i. **develops a list of** success criteria for the solution ii. **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. **presents** the chosen design **describing** the key features iv. **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution.

CRITERION C: CREATING THE SOLUTION

Maximum: 8

At the end of year 1, students should be able to:

i. outline a plan, which considers the use of resources and time, 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. list the changes made to the chosen design and plan when making the solution.

Achievement level	Level descriptor
0	The student **does not** 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. **lists** the main steps 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. **states one change** made to the chosen design **or** plan when making the solution.
5–6	The student: i. **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan 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. **states one change** made to the chosen design **and** plan when making the solution.
7–8	The student: i. **outlines** a plan, which **considers** the use of resources and time, sufficient for peers to be able to follow to create the solution ii. **demonstrates excellent** technical skills when making the solution iii. follows the plan to **create** the solution, which functions as **intended** and is presented **appropriately** iv. **lists the changes** made to the chosen design and plan when

	making the solution.

CRITERION D: EVALUATING

Maximum: 8

At the end of year 1, students should be able to:

i. outline simple, relevant testing methods, which generate data, to measure the success of the solution

ii. outline the success of the solution against the design specification

iii. outline how the solution could be improved

iv. outline the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1−2	The student: i. **describes a** testing **method**, which is used to measure the success of the solution ii. **states** the success of the solution.
3−4	The student: i. **describes a relevant** testing **method**, which generates data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on relevant product testing iii. **lists** the ways in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.
5−6	The student: i. **describes relevant** testing **methods**, which generate data, to measure the success of the solution ii. **describes** the success of the solution against the design specification based on **relevant** product testing iii. **outlines** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience, **with guidance**.
7−8	The student: i. **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution

	ii. **explains** the success of the solution against the design specification based on **authentic** product testing iii. **describes** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience.

GRADE 6 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 6 - MUSIC UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED?
Voice and Instrument Exploration	Personal expression will guide the communication of musical ideas as much as study and analysis of music elements or genres.	Research Creative Thinking Critical Thinking Transfer	**A B C D**
Programmatic Music. Snow White Score	The addition of music to a visual performance supports and enhances the aesthetics and communication of the cultural narrative.	Collaboration Organisation Reflection	**A B C D**
Music Jam	Students collaborate in a music group by setting roles, sharing music skills or likes and growing through the practice and performance experiences.	Communication Collaboration Self-Management	**A B C D**

GRADE 6 - THEATRE UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED?
WHO AM I?	Identity is fluid and is expressed through the relationships we have with others in the community.	Communication Thinking	**A B C D**
AESTHETICS: THEATRE IN THE WORLD puppet	A collaborative dramatist uses interpretation to communicate a narrative with an audience in a	Social Research	**A B C**

| theatre | pleasing and entertaining way. | | D |

GRADE 6 - VISUAL ARTS UNITS

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
Exploring visual elements and composition	Composition, form, innovation and aesthetics can be used to express our personal and cultural identities	Thinking Reflecting	A B C D
Set design, character design with in puppets	By exploring the relationship between puppetry and storytelling, we can understand how puppets can be used to communicate complex ideas and emotions, while developing our own skills in creativity, collaboration, and reflection.	Communication Self-management	B C D
Observational Painting	Using color as an emotional tool to express purpose and social context.	Social Communication	A C D

ASSESSMENT CRITERIA

CRITERION A: KNOWING AND UNDERSTANDING

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry

ii. describe an artwork or performance from the chosen movement or genre.

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

1–2	The student: i. provides minimal or irrelevant information that is not related to the statement of inquiry ii. identifies features of an artwork or performance including some elements or techniques.
3–4	The student: i. provides limited information that is not always related to the statement of inquiry ii. identifies features of an artwork or performance including two from elements, techniques and context.
5–6	The student: i. provides mostly relevant information that is related to the statement of inquiry ii. outlines features of an artwork or performance including two from elements, techniques and context.
7–8	The student: i. provides relevant information that is related to the statement of inquiry ii. describes features of an artwork or performance including two from elements, techniques and context.

CRITERION B: DEVELOPING

Maximum: 8

At the end of year 1/Novice 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 **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates limited practical exploration of an idea or ideas ii. states some artistic choices but the artistic intention is unclear.

3–4	The student: i. demonstrates sufficient practical exploration of an idea or ideas ii. presents a clear artistic intention and states artistic choices.
5–6	The student: i. demonstrates substantial practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.
7–8	The student: i. demonstrates substantial and varied practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.

CRITERION C: CREATING/PERFORMING

Maximum: 8

At the end of year 1/Novice 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
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates limited skills and techniques through the creation or performance of a finalized work.
3–4	The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.
5–6	The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.
7–8	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 1/Novice 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
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies some elements of their own artwork or performance ii. makes a brief observation about their development as an artist.
3–4	The student: i. outlines some elements of their own artwork or performance ii. identifies some aspects of their development as an artist.
5–6	The student: i. describes their own artwork or performance ii. outlines their development as an artist.
7–8	The student: i. analyses their own artwork or performance ii. describes their development as an artist.

GRADE 6 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 6 - INTERDISCIPLINARY UNIT

UNIT NAME	STATEMENT OF INQUIRY	ATL SKILLS	CRITERIA ASSESSED ?
Wind Music	Understanding the systems and structures of wind music enhances our creativity and ability to express personal and cultural identities through sound.	Communication Collaboration Organisation Affective Reflection Critical Thinking Creative Thinking Transfer	**A** **B** **C**

SUBJECT AREAS EXPLORED
- Individuals and Societies (I&S)
- Science
- Music
- Mathematics
- 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 **does not** reach a standard described by any of the descriptors below.
1–2	The student: • attempts to analyse by identifying disciplinary knowledge • attempts to evaluate by stating the strengths or limitations of interdisciplinary perspectives.
3–4	The student: • partially analyses by outlining the disciplinary knowledge • partially evaluates by outlining the strengths or limitations of interdisciplinary perspectives.
5–6	The student: • analyses by describing disciplinary knowledge • evaluates by describing the strengths and limitations of interdisciplinary perspectives.
7–8	The student: • fully analyses by explaining disciplinary knowledge • fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives.

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 **does not** reach a standard described by any of the descriptors below.

1–2	The student: • creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding • states how their product communicates interdisciplinary knowledge.
3–4	The student: • creates a product that applies disciplinary knowledge to partially communicate interdisciplinary understanding • outlines how their product communicates interdisciplinary knowledge.
5–6	The student: • creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding • describes how their product communicates interdisciplinary knowledge.
7–8	The student: • creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding • justifies how their product communicates interdisciplinary knowledge

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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: • states the development of their own interdisciplinary learning • states how new interdisciplinary understanding enables future

	action.
3–4	The student: • outlines the development of their own interdisciplinary learning • outlines how new interdisciplinary understanding enables action.
5–6	The student: • describes the development of their own interdisciplinary learning • describes how new interdisciplinary understanding enables action.
7–8	The student: • discusses the development of their own interdisciplinary learning • discusses how new interdisciplinary understanding enables action.

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.

REFERENCES

International Baccalaureate Organization. (2023). *Language and literature guide*: MYP (2nd ed.). MYP Language and Literature Subject Guide. Updated 2017
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/language-and-literature/

International Baccalaureate Organization. (2023). *Language acquisition guide*: MYP (2nd ed.). MYP Language Acquisition Subject Guide. Updated 2021
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/language-acquisition/

International Baccalaureate Organization. (2023). *Individuals and societies guide*: MYP (2nd ed.). MYP Individuals and Societies Subject Guide. Updated 2021
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/individuals-and-societies/

International Baccalaureate Organization. (2023). *Sciences guide*: MYP (2nd ed.). MYP Sciences Subject Guide. Updated 2019
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/sciences/

International Baccalaureate Organization. (2023). *Mathematics guide:* MYP (2nd ed.). MYP Mathematics Subject Guide. 2022
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/mathematics/

International Baccalaureate Organization. (2023). *Arts guide*: MYP (2nd ed.). MYP Arts Subject Guide. 2022
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/arts/

International Baccalaureate Organization. (2023). *Physical and health education guide*: MYP (2nd ed.). MYP Physical and Health Education Subject Guide. Updated 2021
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/physical-and-health-education/

International Baccalaureate Organization. (2023). *Design guide*: MYP (2nd ed.). MYP Design Subject Guide. Updated 2020

https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/design/

International Baccalaureate Organization. (2023). *Interdisciplinary learning guide*: MYP (2nd ed.). MYP Interdisciplinary Learning Subject Guide. 2021
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/interdisciplinary-learning/

International Baccalaureate Organization. (2023). *Projects guide*: MYP (2nd ed.). MYP Projects Subject Guide. 2021
https://www.ibo.org/programmes/middle-years-programme/curriculum/for-subject-teachers/projects/

Note on IB MYP Status

Verdala International School is a Candidate School* for the Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that VIS believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit http://www.ibo.org

For further detail please refer to the Rules for use of IB Intellectual Property.