

Grade 6

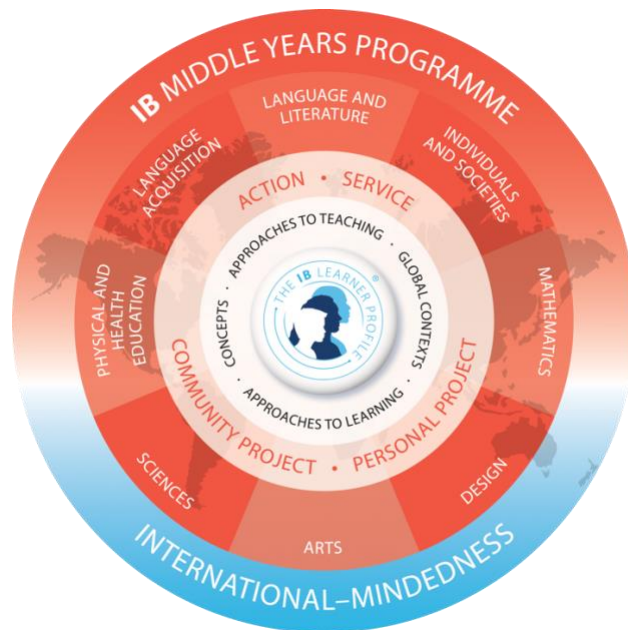
Curriculum Guide

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PROGRAMME INFORMATION

The Middle Years Programme (MYP) of the International Baccalaureate Organization is designed for students aged 11 to 16 (Grades 6 – 10). Within the MYP, students are challenged to make practical, relevant connections between what they learn at school and the real world. This learning framework empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The MYP goal is to develop intellectually challenged and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.



Above is the programme model for the MYP.

The first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding. These are:

Approaches to Learning (ATL): demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning

Approaches to Teaching: emphasizing MYP pedagogy, including collaborative learning through inquiry

Concepts: highlighting a concept-driven curriculum

Global contexts: showing how learning best takes place within a specific context

The second ring describes some important outcomes of the programme:

Community service reflects the themes of responsibility, global perspectives, outward-looking thinking promoted within the curriculum

The MYP culminates in the Personal Project (starting in Grade 9 and concluding in Grade 10).

The third ring describes the MYP's broad and balanced curriculum framework.

The MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Mathematics, Sciences, Individuals and Societies, Physical and Health Education, Design and Arts.

In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, History or Geography within the Individuals and Societies subject group; Modular Sciences within the Sciences subject group.

The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Subject Groups	Individual Subjects	Lessons per 2 week cycle
Language and Literature	English, German	7
Language Acquisition	English, German	7
Mathematics	Mathematics	7
Sciences	Sciences	7
Individuals and Societies	Individuals and Societies	7
Physical and Health Education	Physical and Health Education	8
Design	Digital Design, Product Design	6
Arts	Visual Arts, Music	6

Options	Spanish Language Acquisition, Spanish Language and Literature, French Language and Literature, French Language Acquisition, English as Additional Language, Junior Sports Leadership, Band, Musical Theater, Mother Tongue, Drama, Supervised Study, Coding	5
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*On the basis of individual needs, some students may have Learning Support or English Language Acquisition in place of one or more of the subjects listed.

The learner profile is the IB’s mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content.

Service as Action

Community service is a central part of the Middle Years Programme and complements the MYP curriculum. Service in Action is essential for holistic student development and:

- enables students to increase their awareness of the world around them
- fosters positive values and attitudes towards society such as respect and altruism
- increases student’s sense of responsibility
- helps students to develop their leadership and organizational skills

Students keep a journal in which they plan, record and reflect on their service activities. Some activities may happen in class others are likely to be carried out as a group or independently.

Approaches to Learning

“Approaches to Learning” (ATL) refers to the communication, social, research, self-management, and thinking skills which help students become independent, life-long learners. These skills are taught within the context of the different disciplines.

ASSESSMENT

MYP assessments are aligned with subject group objectives. Teachers use a range of tasks relevant to each subject and the nature of the knowledge, skills and understandings under evaluation. ^[1]_[SEP]

The criteria related assessments are designed appropriately for the grade level and reflect the development of the students within the subject group. Assessments provide evidence of student understanding through authentic performance and not simply the recall of factual knowledge.

Formative assessment (assessment for learning)

Teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer- and self-assessment can be important elements of formative assessment plans.

Summative assessment (assessment of learning)

Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject group specific assessment criteria.

Assessment criteria and MYP command terms

There are four assessment criteria for all subjects. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every semester. ^[1]_[SEP]

Teachers use the MYP command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. ^[1]_[SEP] Students are expected to understand and be able to respond effectively to the MYP command terms. ***Please see the annex at the end of this document for a complete list of the MYP command terms and the expectations associated with them.***

Teachers give feedback to students within two weeks after the assessment date. The feedback focuses on the criteria and is submitted through ManageBac. If the feedback is annotated on the work itself there will be a note on ManageBac as to where to find the feedback.

Reporting final achievement levels ^[1]_[SEP]

At the end of each semester, teachers report on their students' achievement levels for each of the four criteria based on evidence gathered throughout the assessment period. The best-fit achievement levels for each of the four criteria are added together to achieve the composite MYP grade. The final MYP grade is achieved by using the MYP grade boundaries from the MYP general grade descriptors.

Grade	Boundary guidelines	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.
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LANGUAGE AND LITERATURE: English

Unit Name: Conflict	
Content	Assessment
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. Students will be using short stories to analyze plot development (narrative structure). There will be a focus on the different types of conflicts used in narrative writing. Students will be looking at conflict through the lens of global issues and a variety of past and present conflicts. We will look at the idea of problem solving and the best way to mediate conflicts at different levels. In addition to this content, there will be focus on spelling, grammar, punctuation and sentence structure and writing skills.</p>	<p>The first summative for this assessment will be a presentation of the narrative structure of a chosen short story. (Criterion B and C)</p> <p>The second summative will be to answer a short set of questions about conflict and narrative structure in a short story. (Criterion A and D)</p>
Unit Name: Survival and Disasters	
Content	Assessment
<p>This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication.</p> <p>In this unit, students will read the novel, <i>Hatchet</i>, by Gary Paulsen. They will practice active reading skills, recording information about the novel's protagonist, his objectives, the story's setting, and the themes they encounter whilst reading the novel as a class. Students will use the text, their notes, as well as their grammar skills that they will learn and practice throughout the unit, to analyze the text in a culminating assessment task in the form of a digital survival guide. They will do so by comparing the text with Maslow's Hierarchy of Needs, explaining how the character's actions relate to the various needs. In addition to this content, there will be focus on spelling, grammar, punctuation and sentence structure and writing skills.</p>	<p>The first summative for this unit will be a visual character analysis. (Criterion A and D)</p>

Unit Name: Forms of Expression

Content	Assessment
<p>In this unit, students will be studying a variety of literary and linguistic forms of communication from the past as well as into the present. There will be a focus on audience and purpose for writing. When writing, effective communicators need to be aware of the type of language they are using for different audiences and different expression platforms. Part of this unit will be focussed on looking at rights and responsibilities of social media, its effects and how it is used to express ideas. The unit will end with looking at poetry as a form of expression. In addition to this content, there will be focus on spelling, grammar, punctuation and sentence structure and writing skills.</p>	<p>The summative for this unit will be an argumentative essay. (Criterion B and C)</p>

LANGUAGE AND LITERATURE: German

Unit: Spannende Erzählungen	
Content	Assessment
<p>Die SuS lernen in dieser Einheit anhand exemplarischer Texte die Merkmale von spannenden Erzählungen kennen. Hierbei geht es vor allem um das Erkennen von sprachlichen und formalen Kriterien, die zunächst an beispielhaften Texten und Textbausteinen erarbeitet werden. Zudem erweitern die SuS ihre Lesekenntnisse und Fähigkeit Merkmale in Texten zu identifizieren. Sie setzen diese Merkmale dann in einer eigenen Erzählung um: Erzählperspektive, Aufbau, angemessener Ausdruck, Wiedergabe von Handlung, Gefühlen und Sinneseindrücken. Sprache: Wortfeld "sagen", Einbauen von "Spannungsmachern", wie z.B. wörtliche Rede oder Andeutungen, Nutzen treffender/ausgestaltender Verben und Adjektive. Grammatik: Die Zeiten (Präsens) und passende Satzverknüpfungen. Allgemeine Rechtschreibübungen: Groß-Kleinschreibung, Strategien: Gliedern-Ableiten-Verlängern, Zeichensetzung.</p>	<p>Kreatives Schreiben (Criteria B, C and D)</p>
Unit: Märchen	
Content	Assessment
<p>Schülerinnen und Schüler werden in dieser Einheit eine Reihe bekannter deutscher und internationaler Märchen kennenlernen und mittels der Texte die typischen Merkmale dieser Textsorte erarbeiten und vergleichen. Ferner stellen sie der Klasse ein Märchen vor. Die Schülerinnen und Schüler lernen außerdem eine Inhaltsangabe zu schreiben. Dabei sollen sie folgende Fertigkeiten erlernen: Inhalte verstehen und zusammenfassen (schriftlich/mündlich), einem klaren Aufbau folgen, logische Übergänge schaffen und Satzverknüpfungen bilden, korrekte Grammatik und passenden Ausdruck verwenden sowie eine Präsentation zum mündlichen Vortrag erstellen. Am Ende der Einheit steht die mündliche Präsentation im Vordergrund. Dabei wiederholen die Schülerinnen und Schüler auch die Fähigkeit, konstruktives Feedback zu geben und zu bekommen und ihre eigene Arbeit zu reflektieren.</p>	<p>Literarische Analyse, mündliche Präsentation (Criteria A, B and D)</p>

Unit: Lektüre: Hände weg von Mississippi

Die SuS setzen sich in dieser Einheit handlungs- und produktionsorientiert mit dem Buch "Hände weg von Mississippi" von Cornelia Funke auseinander. In einem Lesetagebuch erhalten sie verschiedene Aufgaben und bearbeiten das Thema und die Charaktere auf verschiedenen kreativen Wegen. Folgende Bereiche werden außerdem inhaltlich abgedeckt: Schlachtung von Tieren/Pferden, Skandale in der Fleischproduktion, Leben auf dem Land vs. Leben in der Stadt, Option: Besuch eines Autors - Informationen zum Entstehungsprozess eines Buches. Schwerpunkt dieser Einheit ist jedoch weniger die inhaltliche Auseinandersetzung mit der Literatur als die Identifizierung von stilistischen Merkmalen in einem Text und deren Wirkung auf den Leser. Im Fokus ist hierbei die Darstellung bestimmter Charaktere im Buch. Dabei werden folgende Bereiche auf ihre Bedeutung und Wirkung analysiert: Wortarten (Adjektive), Satzzeichen und Satzarten. Ziel ist es, eine kurze Literaturanalyse zu verfassen, in der die Merkmale auf einfache Art und Weise identifiziert, zitiert und analysiert werden, um den Schülerinnen und Schülern den Zusammenhang von Inhalt und Sprache zu verdeutlichen. Ferner erstellen die Schülerinnen und Schüler eine Buchpräsentation eines ihrer Lieblingsbücher. Hier werden die mündlichen Sprach- und Präsentationsfähigkeiten, der logische Aufbau eines Vortrags (Zusammenfassung) und die analytischen Fähigkeiten zur Literatur geübt.

Literarische Analyse,
Buchpräsentation
(Criteria A, B and D)

Unit: Vorgangsbeschreibungen	
Content	Assessment
<p>Die Schüler sollen in dieser Einheit anhand von Textbausteinen zu Beschreibungen unterschiedliche Vorgänge besser verstehen und wiedergeben können. Es geht darum zu lernen, Vorgänge in seine logischen Schritte zu zerlegen, chronologisch und präzise zu erklären, das Schreiben in sachlichem Stil zu erlernen und den entsprechenden angemessenen Wortschatz (Fachbegriffe & Adjektive) zu verwenden. Dabei sollen die Schüler erlernen, ihre Ideen stringent aufzubauen. Es werden verschiedene Vorgangsbeschreibungen zu sportlichen oder alltäglichen Aktivitäten (Sprint, Handy bedienen, Apfelschorle mischen, etc.) bearbeitet und der Umgang mit ihnen geübt. Bei der Behandlung der Texte liegt der Fokus auf dem Erarbeiten der sprachlichen und gestalterischen Besonderheiten. Als zusätzliche Option können Vorgänge von den Schülern vorbereitet und als Clip mit Erklärungen auf dem iPad mündlich aufgezeichnet werden.</p>	<p>Kreatives Schreiben, (Criteria C and D)</p>

LANGUAGE ACQUISITION: English (Phases 1 and 2)

Unit Name: Just Me	
Content	Assessment
In the unit Just Me , students will learn how spoken words in a shared language help us to describe ourselves and others close to us (e.g. family and friends). The focus for this unit will be on interacting in English, comparing and contrasting English language interactions with those in other languages they know, building relationships and developing communicative language skills. Students will practice using the present simple, past tense to discuss and write about their home, family, school, likes and dislikes and hobbies. Students will be encouraged to use adverbs of frequency, pronouns, prepositions and relevant vocabulary.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Food Around the World	
Content	Assessment
The unit Food Around the World will allow students to learn the vocabulary needed to talk about their favorite foods, from their culture and others. Students will be able to talk about their home culture's foods and compare and contrast them via activities using new vocabulary and sentence structures. Procedural writing will be emphasized, and students will be able to share food that will be prepared at home, with fellow classmates.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Free Time	
Content	Assessment
<p>The unit Free Time will enable students to develop their understanding of hobbies they and their classmates enjoy, and how these hobbies might reflect their culture and heritage. Besides using a variety of methods to collect information, such as interviews, books and online resources, students will also learn about formatting an effective flyer or poster. The language focus is using simple connectors, time expressions and colorful adjectives to make their writing varied and interesting.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: Short Stories	
Content	Assessment
<p>The unit Short Stories will allow students to learn new grammar and language patterns and how to apply what they have already learned. Students will be able to describe characters, settings and other literary elements from the stories they read. The language focus lies on compound sentences and the simple past tense. Students will learn vocabulary and sentence structures to use orally and in written form.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: English (Phases 3 and 4)

Unit Name: THE POWER OF A WORD	
Content	Assessment
<p>In the unit, The Power of a Word, students will learn where words originated and how they develop. Students will discover the power of language to help communicate ideas and influence the world around them.</p> <p>Students will practice using the present simple/continuous tense, past tense, and will also be introduced to synonyms, antonyms and idioms.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: SUSTAINABILITY	
Content	Assessment
<p>In the unit, Sustainability, students will understand the importance of living in a sustainable world. New vocabulary will be learned to help support other academic subjects. Focus will be on procedural writing, researching, and writing their opinions.</p> <p>They will learn how to identify reliable sources, present an objective presentation with correct tone and emotion in order to engage an audience.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: LIVING THE GOOD LIFE (HAPPINESS)	
Content	Assessment
In the unit, Living the Good Life (happiness) , students will explore what it means to look for happiness and the ways in which people find it. They will study happiness by reading and analyzing different text types about what it means to be happy. This unit will conclude with students sharing their findings.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: LITERATURE: I AM MALALA	
Content	Assessment
In the unit, LITERATURE: I AM MALALA , students will read the memoir, I am Malala, written by the Nobel Peace Prize recipient Malala Yousafzai. Students will look closely at how an individual can use his or her voice to pursue change in the world. Students will learn how to discuss and present their personal point of view, and will focus on past, present and future tense.	Students will show their learning through a mix of formative and summative assessments below: 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: German & Spanish

German is divided into Language & Literature (LL) and Language Acquisition (LA). LL caters mainly for German native speakers, while LA is the acquisition of German as a foreign language. The grouping in LL depends on the number of students altogether in the combined years (5/6, 7/8 or 9/10). In LA, combined groups are divided according to the ability and experience of the students. The groups at BIS cover Phases 1 to 5.

Beginner: Phase 1

Advanced Beginner: Phase 2

etc.

A “phase” does not necessarily correspond to a year. In fact, it is more common to spend two years or more at one phase, but progress through the phases can be accelerated or decelerated according to the individual needs of each student.

At the end of a school year, the individual teacher and the department members decide which phase is expected to best suit the individual child for the following school year. The teachers consider both the oral and the writing ability of each student and the final grade. Assessment is adapted to the phase of language acquisition at which each class group is working.

During the year, a change of group may be recommended if a student is underachieving, struggling or performing at a very high level for the group. This means a student with a 7 could move up a group, or a student performing below a 4 could be transferred to the group below once the Semester Report is published. Changes can only take place at the start of a new semester.

The transfer needs to be shared with the Subject Leader and will then be reported by the teacher to the MYP Coordinator. For the transition, the teacher needs to collect evidence to pass on to the MYP Coordinator. If this is approved, the parents will be informed via the MYP Coordinator. Such changes will be made in the best interests of the child.

LANGUAGE ACQUISITION: German (Phase 1a)

Unit Name: Ich und meine Familie und Freund*innen	
Content	Assessment
In this first unit, students learn German greetings and how to present themselves and others. Topics like birthdays, family relations and hobbies will be part of this unit. Students will learn how to talk about their hobbies and free time activities, what they do with their friends and families. We cover basic German grammar rules for verb conjugation, pronunciation, some personal pronouns and first negation forms of German. As German nouns have different genders, we will look at how that is important in order to use nouns correctly. Students will learn to use nouns and adjectives in the accusative case.	Speaking (Criterion C); Reading comprehension (Criterion B)
Unit Name: Schule	
Content	Assessment
The second unit encompasses topics that have to do with school. School life, subjects, school equipment and extra-curricular activities will be covered. Students can apply what they learned in unit 1 and can present their classmates, talk about school subjects they like and school equipment they need. We will learn how to say the time and will learn the possessive adjectives. One focus is on the difference between the formal and informal way to address people. Students will do listening comprehension exercises and will produce short video clips about their own school.	Writing (Criterion D); Listening comprehension (Criterion A)
Unit Name: Mein Alltag, meine Hobbys und meine Freizeit	
Content	Assessment
Students will broaden their vocabulary and will learn how to talk about their daily routines during school time, on the weekend and during holidays. What do we enjoy doing? What are our hobbies? We will look at verbs that have a separable prefix and the grammar focus will be on sentence structure and word order. Speaking exercises will encompass roleplays and students will learn how to arrange to meet with someone. Students will learn how to write postcards and emails to friends and family.	Writing (Criterion D); Listening Comprehension (Criterion A)

Unit Name: Essen und Trinken	
Content	Assessment
In this last unit we will talk about food and drinks. Students will express personal preferences and will talk about their daily meals. Students will get to know some regional German and Austrian dishes. There will be role plays where we order ice cream, pizza and order a meal in a restaurant. We will also talk about where to go shopping for groceries and what we need to prepare and organize parties.	Speaking (Criterion C); Reading Comprehension (Criterion B)

LANGUAGE ACQUISITION: German (Phase 1b)

Unit Name: Meine Clique	
Content	Assessment
In this unit, students begin by revising what they learnt in the first half of Phase 1 by describing their family, before moving on to describing their friends. In the process, they explore the use of adjectives in German and expand their understanding of how the present tense works. They learn how to make suggestions and plans and use this as a springboard for discovering how German distinguishes between location and destination using the dative and accusative cases. Placing the topic of friends in a cultural context, the students complete the unit by investigating the portrayal of children's "gangs" in popular German audio plays and films.	Listening comprehension (Crit. A); Oral task (Crit. C)
Unit Name: Meine Schule	
Content	Assessment
In this unit, students begin by describing their school, before moving on to talking in detail about their actual lessons. In the process, they discover some of the key conventions that govern communication in German and expand further their understanding of how the present tense works. They learn how to say what materials they need for school and use this as a springboard for discovering how German distinguishes between subject and object using the nominative and accusative cases. Placing the topic of school in a cultural context, the students complete the unit by investigating the German education system.	Reading comprehension (Crit. B); Written task (Crit. D)
Unit Name: Mein Tag	
Content	Assessment
In this unit, students begin by describing their breakfast, before moving on to learning the vocabulary of food and talking about other meals. In the process, they discover how informative texts are structured in German and expand still further their understanding of how the present tense works as they learn how to tell the time and describe their daily routine. Placing the topic of daily routine in a cultural context, the students complete the unit by investigating German eating habits.	Reading comprehension (Crit. B); Oral task (Crit. C)

Unit Name: Meine Freizeit	
Content	Assessment
In this unit, students begin by discussing what sport they do in their free time, before moving on to talking about sport in general. In the process, they discover how the audience and purpose of a text affect the way it is written and presented. Via the topic of shopping, they learn how to describe clothes and use this as a springboard for discovering how to express personal opinions in German. Placing the topic of free time in a cultural context, the students complete the unit by investigating the options available for sport and shopping in Bonn.	Listening comprehension (Crit. A); Written task (Crit. D)

LANGUAGE ACQUISITION: German (Phase 2)

Unit Name: Mein Leben	
Content	Assessment
In this unit, students begin by revising and practising the language necessary to describe themselves, others and their daily routine, before moving on to apply this more specifically to their school day, revising the school subjects along the way. They compare their school with German schools in terms of facilities, subjects, the school system in general and wider aspects of school life such as extra-curricular activities. Along the way, they learn about the conventions that govern the way they communicate about their daily life.	Written task (Crit. D)
Unit Name: Meine Freizeit	
Content	Assessment
In this unit students look at free-time and festivals, considering the differences between Germany and other cultures around the world and discussing their own hobbies and preferences. They further develop their use of cases and awareness of the need to adapt language to fit the format, purpose and audience of a text.	Listening comprehension (Crit. A); Oral task (Crit. C); Reading comprehension (Crit. B);

Unit Name: Reiseziel Deutschland	
Content	Assessment
In this unit students look at tourist destinations around Germany and the more specific attractions of the nearby cities of Düsseldorf and Cologne. Using a website featuring the “Top 100 Tourist Destinations in Germany”, they put together a hypothetical round trip based on their own personal preferences. They then use the Deutsche Bahn website to plan the actual travel and thus become more familiar with train travel in Germany. Having considered a number of different ways to report on their travels, they use the perfect tense to describe their journey in a variety of formats. At the same time, other texts help them discover how to use the accusative and dative cases to express destination and location respectively.	Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)
Unit Name: Unsere Umwelt	
Content	Assessment
In this unit, students consider a range of aspects of the environment in which they live. They begin by talking about the immediate area where they live and the means of transport by which they get around it. This leads to comparing different areas and weighing up the advantages and disadvantages of different modes of transportation. They consider the environmental aspects of travel and of other activities in their daily lives, then widen their view to look at global environmental issues on a basic level and finish by investigating exactly what they themselves can do to make a difference. They also consider the fact that their "environment" is not just physical but also virtual, considering the different ways in which they communicate with others and the consequences of the modern, digital environment in which they live. Finally, they compare their media usage with that of previous generations.	Listening comprehension (Crit. A); Reading comprehension (Crit. B)

LANGUAGE ACQUISITION: German (Phase 3)

Unit Name: Märchen	
Content	Assessment
<p>Students start this unit by reading the text “Die Tochter und die Stieftochter” and finding out what genre the text belongs to. They then compare this text with the fairy tale “Frau Holle” and discuss differences and commonalities. By talking and reading further fairy tales, they set a list of fairy tale elements and find out that fairy tales address different kinds of audiences. By comparing different versions of a fairy tale, they find out that these texts, although having the same content, have been written differently according to the kind of audience they address and the message they convey. The students find out that fairy tales have originally been narrated and learn how to narrate a text by using the present perfect tense and certain adverbial expressions of time to select the events in a logical order. As a summative assessment, the students compose their own way of narrating a fairy tale by having their audience in mind and the meaning they want to convey. They choose among a fairy tale narration or a pictographic comic version of a fairy tale.</p>	<p>Listening comprehension (Crit.A), Written Task (Crit.D),</p>
Unit Name: Ein Meer aus Plastik	
Content	Assessment
<p>After having a closer look at the UN Global Goals, the students focus on goal 14 “Life under water”. They research ocean pollution issues, watch and listen to media texts and introduce the reasons for a vast ocean plastic pollution. They investigate the dangers and aftermaths of ocean pollution and introduce action plans of specific companies to fight it. The students collect and verify facts, draft their talk and learn how to present their talk in front of an audience. They watch a TEDxTalk to compare their findings and use a variety of modal verbs to express regulations and permissions and inform their audience of things they can do to reduce ocean plastic pollution</p>	<p>Reading Comprehension (Crit. B); Oral Task (Crit. C);</p>
Unit Name: Im Chatroom gefangen	
Content	Assessment
<p>Students begin this unit by considering the concept of "media" and comparing their own media usage with that of people in the past. They read the book: <i>Im Chatroom gefangen</i> and complete a series of comprehension, grammar and written response exercises. The text serves as a springboard for discussion of the issues associated with using the Internet.</p>	<p>Listening Comprehension (Crit.A); Reading Comprehension (Crit.B); Written task (Crit.D)</p>
Unit Name: Migration	

Content	Assessment
<p>In the “migration” unit, students first discuss what “Heimat” (home country) means to people and why people leave their home countries. They read texts, mainly interviews about various people who had to immigrate to another country for their living and inquire into the different push- and pull-factors. They find out that the major push-factors are war, famine and poor living conditions that force people to leave their countries. By familiarising themselves with various media texts, i.e. blog entries, websites, interviews and graphic novels, the students learn to differentiate among their format, writing style and purpose. In addition, this unit fosters the students’ empathy and ability to investigate a situation from a different perspective and to put themselves into the position of one “immigrant”. By retelling their situation from that person’s point of view, they can envisage what made that person leave his/her country and what his/her life is like in a different one. The grammar dealt with in this unit is: passive voice in simple present, question words and the dative/accusative cases.</p>	<p>Listening Comprehension (Crit.A); Reading Comprehension (Crit.B); Oral task (Crit.C); Written task (Crit.D)</p>

LANGUAGE ACQUISITION: Spanish (Phase 1)

Unit 1: ¿Quién soy?	
Content	Assessment
In this unit, students learn to introduce themselves and other people in simple sentences (name, age/birthday, nationality, languages, family, pets, etc.). They are introduced to the basic concepts of Spanish grammar (gender of nouns, conjugation of verbs) and will be asked to compare the rules and conventions of this new language with their own mother tongue. This way they should begin to see how language functions and to understand the process of language acquisition, in particular the use of patterns to help us find our way in a new language and the importance of learning new vocabulary and grammatical structures.	Reading Comprehension (Criterion B); Speaking (Criterion C)
Unit 2: La vida diaria	
Content	Assessment
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.	Listening Comprehension task (Criterion A); Written Task (Criterion D)
Unit 3: Mi entorno	
Content	Assessment
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.	Listening Comprehension (Criterion A); Reading Comprehension (Criterion B); Writing Task (Criterion D)

Unit 4: La comida

Content	Assessment
In this unit, students learn about different dishes and food in Spain. In the process, they learn how to order drinks and meals in a restaurant and practise this by designing their own menus and acting out role-plays with their fellow students. The main focus of this unit is of a cultural nature, as students discover a wealth of new vocabulary and dishes that do not exist in their own culture.	Speaking (Criterion C)

LANGUAGE ACQUISITION: French (Phase 1)

Unit 1: C'est moi !	
Content	Assessment
In this introductory unit, students begin by discovering the basic language to communicate who they are. They learn to greet each other, to introduce themselves and to handle everyday situations in the classroom. Placing the unit in a cultural context, students learn not only to say where they live but also considering the various places around the French-speaking world where their contemporaries live.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C)
Unit 2: Chez moi	
Content	Assessment
Following on from the introductory unit, students expand the range of their introductions to include their homes and families. They learn to identify and describe both people and pets, thus coming to understand the importance of gender and agreement in French. Placing the unit in a cultural context, students consider variations on the family structure beyond the "conventional" model and look at how the concept of "home" differs from country to country.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)
Unit 3: Ma vie	
Content	Assessment
Building on their understanding of nouns and adjectives from the previous two units, students now focus on the correct use of verbs to describe what they do. They learn to describe what they do in their spare time and on special occasions, thus coming to understand the importance of verb-endings in French. Placing the unit in a cultural context, students consider a range of festivals and celebrations from across the French-speaking world.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Written task (Crit. D)

Unit 4: Ma journée	
Content	Assessment
<p>To round out the year, students begin to frame what they have learnt so far in the context of a "typical" day. They learn to describe what they do every day before, during and after school, thus learning to use more complex verbs and expanding their vocabulary to cover both the school day and mealtimes. Placing the unit in a cultural context, students discover some of the key differences between their daily routine and a "typical" day in France and other countries; they also look at some of the key culinary highlights of both France and the rest of the French-speaking world.</p>	<p>Oral task (Crit. C)</p>

MATHEMATICS

Unit Name: Number	
Content	Assessment
<p>Students will study and continue to gain knowledge of how different number representations from a variety of cultures have changed over time. Students will learn how these different number representations have aided us to make a variety of computations. Students will study and apply their ability to manipulate numbers using addition, subtraction, multiplication, division. Within the unit, the topics of place value, expanded notation, powers of numbers and factors and multiples will be studied. Students will learn about the roots and cube roots of numbers. Students will practice different types of number estimation. Students will look at number properties and special sets of whole numbers, including prime and composite numbers.</p>	<p>Formative quizzes on various Number topics, Number Test (Criterion A)</p>
Unit Name: More Numbers	
Content	Assessment
<p>Students will learn how to perform addition, subtraction, multiplication, division with decimals and recognize connections between decimals and fractions. They will learn how to recognize directed numbers as an extension of the numbers they are familiar with and also how to perform operations with directed numbers. Students will learn how to correctly place points on the directed number plane and recognize that fractions, decimals and percentages are all different ways of representing rational numbers.^[SEP] Students will perform operations with fractions and convert between these forms of rational numbers. They will perform operations with percentages and use these calculations to solve probability problems.</p>	<p>Fractions Test (Criterion A), Decimals Test (Criterion A), Fractions Investigation (Criteria C & D), Directed Number Investigation (Criteria B & C)</p>

Unit Name: Algebra	
Content	Assessment
Students will study how to recognize and describe number patterns. Students will be introduced to pronumerals and will study the basic rules related to operations with pronumerals. Students study how to organize and create graphs of number patterns. Using algebraic abbreviations students will learn how to substitute numbers into algebraic expressions. Students will then simplify algebraic expressions. Students will begin to write and solve problems using algebraic expressions and equations. Students will look at how grouping symbols are used in algebra. Students will study index notation and will study how graphs use directed numbers. Students will look at solving problems and equations using directed numbers.	Algebra Investigation (Criteria B & C), Algebra Test (Criterion A)

Unit Name: Measurement and Geometry	
Content	Assessment
Students will learn to use measuring instruments and work with units of length and mass. They measure and estimate length, learn the concept of a perimeter and work with calendars and dates. Students study clocks and time and relate this to work on longitude and time. Students will learn how to classify 2D shapes including special triangles and quadrilaterals. Students will be able to measure and draw angles, and will learn about angle sums in straight lines, polygons including special triangles and the different relationships of angles within parallel lines. Students will learn how to calculate and measure the area of 2D shapes including rectangles, triangles, trapeziums, parallelograms, and compound shapes. They will also look at 3D shapes and their nets, and will learn to draw their nets. During the unit, students will be introduced to a variety of measurement units including those used for length, mass, time, area and volume. Students will also be asked to solve problems involving conversion between common units.	Angles Test (Criterion A), Geometry Investigation (Criteria C & D), End of Year Assessment (Criterion A)

INTERDISCIPLINARY LEARNING: MATHEMATICS + SCIENCES

Unit Name: The Journey North Project	
Content	Assessment
<p>In this interdisciplinary unit, students measure and record sunrise and sunset times in Bonn over a number of weeks to monitor the change in day length. In parallel, students are given similar data from another mystery location on the globe and they have to synthesize mathematical and scientific skills to solve the game of global hide and seek. Through an understanding of the motion of the Earth in space and by using calculations, together with graph drawing and analysis, students are able to locate their Mystery Class. By communicating their findings and students will be able to demonstrate an interdisciplinary approach to solving a problem. At the end of the project they get the chance to meet their Mystery Class online and assess the accuracy of their solution to the problem.</p>	<p>The interdisciplinary assessment will assess students' subject-specific skills, their ability to synthesize ideas, the manner in which they communicate ideas to others and the extent to which they are able to reflect on their learning.</p>

SCIENCES

Unit Name: What is Evidence	
Content	Assessment
<p>Students will learn the principles upon which the work of scientists is based. They will cover introductory work on laboratory safety and the apparatus that is available to them in the lab. Students will use a range of measuring instruments so as to practice appropriate and accurate use. Students learn how to pose a scientific question and how this is formulated in the form of independent and dependent variables. Students will cover the need to consider control variables in an experiment. Using an investigation into the physics of a ski jump, students devise an experiment and use a computer simulation to collect and tabulate relevant data. Using the data collected, they will learn how to record and analyze data and use the information to draw a meaningful conclusion. Once students have had this opportunity to practice investigative skills, they then have the task of designing and carrying out a complete investigation of their own.</p>	<p>Students design an investigation and complete data collection to reach conclusions. (Criteria B & C)</p>
Unit Name: Inside our Bodies	
Content	Assessment
<p>In this unit, students will examine the need for magnification if we are to explore deeper into the structure of living systems. They have the opportunity to learn the basic skills required to use a microscope and to prepare a microscope slide. Students study the hierarchy of organization of living systems and they investigate the comparative structure of plant and animal cells and relate the differences to their functions. Students study the history of the microscope and inquire into how the microscope has impacted on our lives. Using the new knowledge of body systems, students do a detailed study of the human skeleton and some of the important muscle groups associated with movement.</p>	<p>Unit content knowledge examination (Criterion A), microscope research investigation and essay (Criterion D)</p>

Unit Name: What is Matter

Content	Assessment
<p>Students begin by observing unique properties of a variety of materials and then using those observations to establish relationships and draw conclusions. Students use the particulate theory of matter to explain the behaviour of solids, liquids and gases. They investigate the expansion of materials when they are heated and study the changes in particle behavior when materials change state. Students study the concept of density and relate this to their knowledge of particles. They will learn how to measure and calculate density for a range of liquid and solid materials and use this knowledge to solve a problem. Students investigate the changes in the melting behavior of ice when we put salt on icy roads.</p>	<p>End of unit content knowledge examination (Criterion A); Density exploration Lab (Criteria B & C)</p>

Unit Name: The Earth in the Universe

Content	Assessment
<p>In this unit students investigate how the movement of the Earth around the Sun leads to the seasons. Students will use prior knowledge about weight and mass to consider the varying impact of gravity on different planets. We will explore how our understanding of the universe continues to grow as we gain new scientific insights from the James Webb telescope.</p>	<p>Unit research and reflective essay (Criterion D)</p>

INDIVIDUALS AND SOCIETIES

Unit Name: 1. What does it mean to be a global citizen? (Global Interactions)	
Content	Assessment
<p>Students will be introduced to foundational concepts and skills in the study of the social sciences. Students will also explore a number of conceptual questions, such as: What is a concept? Why do we learn this way? What are the social sciences? What does being a global citizen actually mean? What can individuals really do to meaningfully contribute to solutions to global problems?</p> <p>This unit affords students a gentle introduction to studying individuals and societies at the middle school level. Throughout this unit, we aim to encourage our students to build sustainable working habits and practical approaches that are helpful to them throughout their middle and high school journey.</p>	<p>Students will take a unit test assessing their ability to recognise and apply social science concepts that they have studied, as well as employing their critical thinking skills. (Criteria A & D).</p>
Unit Name: 2. How can maps provide us with a sense of time, place and space? (Time, Place and Space)	
Content	Assessment
<p>In this unit, we will find out about different uses of maps, as well as how they can be affected by a specific perspective. We will explore different examples of maps and how to use them. We will take action by considering the ways that maps can communicate important information.</p>	<p>Students will follow the BIS Research Process in order to design a fictional map (that incorporates features of real maps) and a written reflection (Criteria B & C). Students also conduct a source analysis (Criterion D).</p>

Unit Name: 3. What can we learn from ancient civilizations? (Time, place and space)

Content	Assessment
Many of the first civilizations emerged in places where groups of people were able to cultivate agriculture, govern one another, trade with one another, and develop a distinctive sense of culture and identity. Students will explore different achievements (both physical and conceptual) that have helped to contribute to our own understanding of why our own modern societies look the way that they do. What principles have been maintained? What principles and values have been done away with? Why?	Students will complete an in-class quiz/test (Criteria A, B, C and D).

Unit Name: 4. What factors contribute to the fairness and development of societies? (Time, place and space)

Content	Assessment
In this unit, we learn about poverty in different parts of the world and its consequences. What is poverty? What is development and how do we measure it? How can resources help to reduce extreme poverty? What is aid? We also will explore the factors that contribute to the development of a country. What factors influence the development of a country? Is there a connection between health and wealth?	Students will undertake a research project centred around the theme of fairness. They may choose the context of what this fairness means (Criteria A, B, C and D).

PHYSICAL AND HEALTH EDUCATION

Integration of health throughout Physical and Health Education

To support the social, emotional and mental health of our learners at Bonn International School, the Physical and Health Education curriculum integrates the following health related topics throughout the Grade 6 curriculum. These units are not assessed through summative methods, but focus on emotional growth and development through formative forms of assessment. Units included and integrated throughout the year include: school organisation and study skills, emotional well-being, global dignity, stress management and awareness, comprehensive sexuality education and digital citizenship. The unit order may be adapted and specific units themselves also adjusted to be in line with student needs.

Unit Name: Interactions through Invasion Games

Content	Assessment
<p>Within the unit, students will have the opportunity to participate in a variety of invasion related activities to gain spacial awareness and develop skills needed to work within a team. Towards the end of the unit students will have the opportunity to take part in an invasion game such as handball, soccer, or football. Invasion games involve teams scoring when they move into the opposing team's zone and successfully attack their goal/target area. Tactical problems related to invasion games include maintaining possession, attacking/defending a goal, movement into open space and team communication. The skills developed look at communication and how positive communication can be beneficial to the effective functioning of teams.</p>	<p>Invasion games performance (Criterion C)</p>

Unit Name: Change through Net/Wall Games

Content	Assessment
<p>Within this unit, students will have the opportunity to explore a variety of net/wall games. Some examples include badminton, mini-tennis, and volleyball. A teaching games for understanding (TGFU) approach will be used to allow students to think critically about the application of concepts such as spatial awareness, tactical decision making and game sense. Skills include, hitting an object, moving into open space and hand eye coordination. Students will then be challenged to compare invasion games (connecting to the previous unit) and net/wall games, and present their knowledge and understanding in a homework research task. Students will be required to choose one net/wall or invasion game skill and design a basic training program to teach a student in the primary school. This is used for their Service as Action project to create community and connection between primary and secondary school. To complete the semester, students must</p>	<p>Net/wall plan to coach a primary school student and reflect on their overall performance and interpersonal skills (Criterion B&D) Homework task comparing</p>

reflect on their overall performance in semester one and their use of interpersonal skills to enhance their performance and participation.	invasion and net/wall games (Criterion A)
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Unit Name: Movement - Creative Movement

Content	Assessment
This unit is a soft introduction to dance and understanding how the elements of dance (body, action, space, energy and time) are incorporated into movement. Students through creative movement will create their own basic dance and teach young primary school students the dance sequence. This is used for their Service as Action project to create community and connection between primary and secondary school. The aim is to develop body awareness and a variety of movement skills such as coordination, balance and rhythm. By working in groups, students can develop their interpersonal skills and improve self-confidence through aesthetic movement.	Creative movement dance plan (Criteria B)

Unit Name: Leadership in Physical Education and Health

Content	Assessment
This unit explores leadership and how we can improve leadership to create positive interactions with other people. This includes active listening, motivating classmates, respecting each other and giving/receiving feedback. Students will participate in a range of co-operative and leadership activities, such as group problem solving tasks, pair communication challenges and exploring conflict resolution. Students will develop reflective skills to explain the effectiveness of their team game plans, overall performance and use of interpersonal skills and how they can make improvements for the future.	Reflecting on interpersonal skills, team plan, and overall performance (Criterion D)

Unit Name: Striking and Fielding with Wellness

Content	Assessment
<p>Within the unit, students will have the opportunity to participate in a variety of striking and fielding related activities to gain spacial awareness and develop skills needed to work within a team. Towards the end of the unit students will have the opportunity to take part in an invasion game such as mini-cricket, 3 ball kickball, or rounders. Striking and fielding games involve teams scoring when they strike an object and move to designated playing areas while the other team attempts to retrieve the object and return it to prevent their opponents from scoring. The skills developed look at communication and how positive communication can be beneficial to the effective functioning of teams. Students will learn about the components of fitness and how improving these aspects can make you a better striking and fielding athlete.</p>	<p>Test on components of fitness (Criteria A)</p> <p>Playing and performance during striking and fielding games (Criteria C)</p>

DESIGN

Unit Name: My Collage Project (Digital Design)	
Content	Assessment
<p>The communication of manipulated images influences how individuals develop identities and relationships with ideas and products in our world. Students analyse existing print media, collage designs, and existing products to show their knowledge of the design techniques and image editing tools used to enhance the message of a product. Students state the need to create a personal collage about themselves and carry out primary research (collecting original pictures) to examine and practice image editing tools. These tools are later applied to create a personalised collage that conveys a specific message. Students develop connections with their peers through communicating their interests. This unit lets the teacher get to know the students and students get to know their peers.</p>	<p>Criterion A: 'Inquiring and analysing' Criterion C: 'Creating the solution' Criterion D: 'Evaluating'</p> <p>Students develop technical skills in using image editing software to create their own artistic collage that communicates their interests. Students are to use original high-quality images and a variety of image editing tools effectively.</p> <p>Students carry out authentic testing based on the specifications, critically evaluate the collage, and suggest improvements that could be made in the evaluation.</p>
Unit Name: The Spreadsheet Project (Digital Design)	
Content	Assessment
<p>Planning and research data communicate ideas, perceptions, trends, and task management strategies. Students explore spreadsheet tools to organise time and to present and analyse data. They will collect and study the raw data and analyse any trends. Students explore spreadsheet tools - such as: using formulae, functions, filters, formatting, presenting charts, and trend lines. Investigating schedules and project time plans will help students create and personalise the design and layout of their lesson and homework schedule. Students examine the core questions- what is a spreadsheet? What is the purpose of a spreadsheet? Who uses a spreadsheet? How can spreadsheet tools be used to present data</p>	<p>Formative feedback is provided through each phase in the project.</p> <p>A: 'Inquiring and analysing' B: 'Developing Ideas' C: 'Creating the solution' D: 'Evaluating'</p> <p>Students create a schedule as a planning tool. Students collect, present and interrogate data to predict any trends when 'creating the solution' and 'evaluating'.</p>

and identify trends? How do trends found from data impact our lives? When reflecting, students are encouraged to suggest how changing habits and developing new behaviours can influence the environment.

Unit Name: Internet Safety (Digital Design)

Content	Assessment
<p>Digital media is influenced by the developments in technological innovation. During this unit, we will explore topics within Internet Safety:</p> <ul style="list-style-type: none"> - What is the internet? - What can you do to practise netiquette? - How can online communications impact our lives? - What are the methods to use to act safely online? <p>Information is to convey a specific message and broaden knowledge of web and media literacy. Internet safety glossary terms, types of web browsers, search engines, private windows and viewing, reverse image searches, web browsing history, how the internet works.</p>	<p>Criterion A: 'Inquiring and analysing' Criterion B: 'Developing Ideas' Criterion C: 'Creating the solution' Criterion D: 'Evaluating'</p> <p>Students practise online tools and inquire into an Internet safety topic. The design specifications are set and 1 storyboard design is developed before creating the product. Students use the specifications set to formatively evaluate the product.</p>

Unit Name: Graphic design (Product Design)	
Content	Assessment
<p>Graphic design is very common, but we often don't see the intentions behind it. During this unit, we will tackle the following questions:</p> <ul style="list-style-type: none"> • How can you get the message across? • How can you design for a specific purpose? • What are design specifications and why are they important? • What tools can you use to create graphic design? • What are the advantages of colored pencils compared to felt tip pens? • What is meant by 'contrast'? • Where do we find samples of graphic design? <p>A nametag, a book cover that fits the subject, training pages that give the chance to show fine motor skills are all part of this unit. The unit gives the teacher the chance to get to know the fine motor skills of students before taking tools out.</p>	<p>First project: Within 15 minutes, a name-tag has to be made that fits a series of design specifications. It will be evaluated through peers and a personal reflection will show the individual understanding. Task specific criteria aligned with the original criteria from the IB give the students the chance to understand the grading process and receive summative feedback. The language is adapted to a mixed ability group.</p> <p>Criterion C: 'Creating the solution' Criterion D: 'Evaluating'</p>

Unit Name: Hands on tools - the wood challenges (Product Design)

Content	Assessment
<p>Essential: Safety in a workshop and the responsible use of tools.</p> <p>1. Hammered nail art: Students will make creative art using all different kinds of nails on the end grain of a solid piece of wood. Safety when using tools, efficient use of tools, wood as natural material. (6hrs)</p> <p>2. Wooden pendant: Researching different wooden pendants and giving feedback in the form of a concise mindmap. Developing a range of ideas and selecting the appropriate one. Creating the pendant will start by selecting material from different woods cut to the possible pendant size so that students may choose from the woods they researched. Main tools will be the fret saw with diff. blades, support table for fret saw, variety of files, glass papers, holding gadget and speed clamps. Focus is to develop a feeling for the use of tools and materials. (12hrs)</p> <p>3. Going fishing: Linking hand drawn images with digital and manufacturing technology like the Laser CAD-CAM (Computer Aided Design - Computer Aided Machining). Students will design and create a fish made out of wood. The project will have an outreach since the wooden fishes will be released into the Rhine. The map of last year release can be seen here: https://maphub.net/BIS-Design/the-driftwood-journey-2022-fish-122</p> <p>According to Corvid regulations and progress in class the program may have to be adjusted.</p>	<p>1. Hammered nail art: Formative feedback about the use of tools, leverage when using hammers, selection of working procedures, in class reflection.</p> <p>2. Wooden pendant: Task specific rubrics for all criteria: Criterion A: 'Inquiring and analyzing' Criterion B: 'Developing Ideas' Criterion C: 'Creating the solution' Criterion D: 'Evaluating'</p> <p>3. The fish task: Criterion B: Developing ideas Criterion C: 'Creating the solution'</p>

Unit Name: The marble run (Product Design)	
Content	Assessment
<p>Essential: Creating a safe working environment when working with a variety of tools and materials in a shared working space.</p> <p>Collaboration in a team will result in a successful product that can guide the marble in an original way. Given a board the size of 60x100 cm, each team will develop their own marble run. Challenge will be that the boards will be fixed on top of each other. The marble will start on the top board and move on to the track of the next team. Measuring, planning, sketching, and building skills will be essential. Focus will be on the use of tools and materials, mastering the use of the cordless drill as drilling machine and as screwdriver, measuring to scale, marking out, cutting, putting parts together, making material choices ... so that the track will be able to work successfully according to the given design specifications.</p> <p>Depending on the Covid regulations during spring 2023 this may have to be adapted.</p>	<p>Formative:</p> <p>Teams will be given feedback during and after each lesson to show them how effective their teamwork looked from the outside.</p> <p>Safety and workspace organization will be an important aspect of this group work where larger materials and a wide variety of tools will be used.</p> <p>Evaluation of the functionality of the track compared to the design specifications will be done by the class when testing the final tracks.</p>

ARTS – Music

Unit Name: Music from our area	
Content	Assessment
<p>The first unit in Grade 6 is about music from Ludwig van Beethoven and Robert Schumann, both of whom are strongly related to Bonn. This unit will inquire into structured musical systems with a focus on structure, expression and culture. Students will gain an understanding of the rondo form which was used in many compositions of the Classical and Romantic time periods. The unit will cover the following musical elements: melody, harmony, key signatures and time signatures in compositions. Students will learn and understand the use of melody/harmony and simple rondo form. They will also be able to identify and discuss similarities and differences in compositions.</p>	<p>Assessments include but are not limited to: Written music test Presentation Process Journal</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>
Unit Name: Basic playing skills	
Content	Assessment
<p>The second unit in Grade 6 is basic playing skills in which the students learn that understanding form and structure is essential in developing playing skills and artistic expression. This unit will inquire into musical systems such as major scales and triads with a focus on structure. The students will recognize key signatures, tempo marking, dynamic marking, articulation (legato/staccato) and learn how to play the Concert Bb scale with growing expression and in various rhythms. This unit will cover the following basic playing skills: understanding of how to accurately use the fingering chart, identifying and playing various dynamics from pp - ff, performing with crescendo and diminuendo and signs/symbols in music, such as fermata, repeat sign and articulation.</p>	<p>Assessments include but are not limited to: Individual technique practice piece exam, ensemble performance assessment piece, written reflection. Process journal</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>

Unit Name: Language of Music Theory

Content	Assessment
<p>The third unit in Grade 6 is an ongoing yearly unit with the focus on music theory. As well as internal assessments, there will be the opportunity to sit an external exam from the ABRSM (Associated Board of the Royal Schools of Music) which is an internationally recognized qualification in the music world. The students will learn note reading in the treble and bass clefs, key signatures of four major scales, understand the use of intervals and learn to write a rhythmic phrase. The unit will enable the students to improve their playing of an instrument by understanding the music notation necessary to develop their musical knowledge. They will be regularly assessed on the various elements of music theory.</p>	<p>Assessments include Treble and bass clef note reading, time name and note values, rests, key signatures, accidentals, intervals, tonic triads, rhythm writing, musical terms and signs.</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>

Unit Name: Impressionism

Content	Assessment
<p>The fourth unit in Grade 6 is Impressionism in which the students learn about impressionist music and the use of timbre (tone colour), focusing on the French 20th century composer Claude Debussy and his descriptive pieces. The unit inquires into how composers are influenced by other artists and share their beliefs, values, and attitudes to create their own innovations. This unit covers: Identifying common characteristics in impressionist art and music by listening to impressionist compositions and relating them to impressionist paintings and writings. The students will learn how to create a graphical score to a music piece and will be able to identify key characteristics, such as whole tone scale, timbre and clusters in music written by Claude Debussy, Maurice Ravel and Gustav Holst. They will be learning how to play a whole tone scale/exercise on their instrument.</p>	<p>Assessments include but are not limited to: creating own graphic score, playing a whole tone scale/exercise on an instrument. Process Journal</p> <p><i>Arts Assessment Criteria include:</i></p> <p>A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>

ARTS – Visual Arts

Unit Name: Portraiture and the Visual Elements of Art	
Content	Assessment
<p>Students will explore the elements of art and some design principles of design through exploration of self portraiture. They will analyse the key elements in the work of a chosen artist from a selection, and incorporate some of that artist's style into their own self-portrait. This unit aims to develop students' skills in colour use, introduces some different art materials and techniques, and students will also explore and share aspects of their identity through this work.</p>	<p>Students will be assessed through the following:</p> <p>Showing their understanding through Final artwork</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>
Unit Name: Kandinsky and Abstraction	
Content	Assessment
<p>This unit introduces all criteria used in the MYP. Students will create a music-inspired abstract artwork that expresses rhythm, balance and movement. They develop skills in visual analysis, using visual arts language, alongside technical skills in colour mixing, use of different water soluble media, and correct use of tools. Using the abstract work of Kandinsky as the focus of their inquiry into how to compose an artwork, and how artists respond to their environment, They will learn and use the MYP Visual Arts cycle, and how to keep a purposeful visual arts journal. They will complete responses using visual arts language to the artwork/s of Kandinsky and to their own work.</p>	<p>Students will be assessed through the following:</p> <p>Research Planning Analysis Final artwork</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>
Unit Name: Paper Architect	
Content	Assessment

<p>Students will collaborate in pairs to create 3D buildings and structures made from cardboard. They will use the arts cycle to investigate different structures and types of architecture around the world and use this knowledge to design their own house or building inspired by their research. Ideas will be combined with a partner to a final artistic intention that incorporates aspects of both ideas. Students will be encouraged to stretch the possibilities of the medium of cardboard and paper, with an emphasis on structure, innovation, design details and overall stability.</p>	<p>Students will be assessed through the following:</p> <p>Research Planning Analysis Final artwork</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>
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Unit Name: Drawing From Nature	
Content	Assessment
<p>The aim of this unit is to introduce students to key drawing techniques in combination with mixed media, and to teach them how to plan balanced compositions, and take good reference photos for their work. Students will explore various drawing techniques, and will complete collections of drawing tasks as well as experiment with a range of media in order to understand the fundamentals of drawing and composition. The final outcome will be a drawing-based composition that can include other mixed media elements such as collage, watercolour, and staining using natural materials.</p>	<p>Students will be assessed through the following:</p> <p>Research Planning Analysis Final artwork</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating D: Evaluating</p>

OPTIONS

LANGUAGE AND LITERATURE: French

Unit name: La fiction pour interroger le réel	
Content	Assessment
<p>Le goût pour les personnages mystérieux en littérature : comment un auteur rend-il un personnage de roman ou de nouvelle mystérieux et nous donne-t-il envie d'en savoir plus sur lui ?</p> <p>Découverte de récits réalistes et fantastiques à travers Maupassant, Balzac, Hugo, Flaubert, Kessel, Le Clézio, Modiano, Maurois, Mérimée.</p> <p>Notions : le schéma narratif, l'art du portrait et du suspense, les éléments du genre fantastique, les points de vue.</p>	<p>Analyse d'un texte Critère A</p> <p>Ecriture d'invention : rédiger un début ou un dénouement fantastique + rendre compte à l'oral de la lecture d'un récit Critères B, C et D</p>
Unit name: Individus et sociétés - Confrontation de valeurs	
Content	Assessment
<p>Comment le désir d'argent oppose-t-il et fait-il évoluer les personnages de récit?</p> <p>Quand l'argent entre en jeu, avec Pétrone, Jean de La Fontaine, Voltaire, Balzac, Maupassant, Hugo, Stendhal, Romain Gary, Truffaut, Joyce Carol Oates.</p> <p>Il s'agit de dégager la morale d'un conte, étudier le registre pathétique, comprendre les procédés de la critique sociale, analyser le dilemme d'un personnage, comprendre les contradictions dues à l'argent, comprendre la rébellion d'un personnage, comprendre le rôle des points de vue, identifier et interpréter les niveaux de langue, identifier les valeurs qui opposent les personnages, étudier l'expression des sentiments des personnages.</p> <p>Débat : l'argent peut-il tout acheter ? Réflexion sur le bonheur.</p>	<p>Analyse d'un texte Critère A</p> <p>Rédiger un texte argumentatif + rendre compte à l'oral de la lecture d'un récit Critères B, C et D</p>

Unit name: La ville - Lieu de tous les possibles	
Content	Assessment
<p>Quelles visions de la ville les poètes du XXe siècle cherchent-ils à transmettre?</p> <p>-> Les villes en poésie : entre fascination et inquiétude, avec Emile Verhaeren, Paul Verlaine, Guillaume Apollinaire, Jacques Réda, Grand Corps Malade, Jacques Prévert, Blaise Cendrars.</p> <p>Quelles différentes visions de New York les écrivains nous transmettent-ils ?</p> <p>-> NY : La ville de tous les possibles, avec Simone de Beauvoir, Louis-Ferdinand Céline, Jean-Paul Sartre, Léopold Sédar Senghor, Fabrice Colin.</p> <p>Quels procédés du genre policier tiennent le lecteur en haleine ?</p> <p>-> La ville est un cadre propice au développement d'une intrigue policière : avec "Pars vite et reviens tard" de Fred Vargas.</p> <p>Habiter des villes inhabitables ?</p> <p>-> La ville dystopique, avec Le Clézio, Robert Rodriguez, Cormac McCarthy, Mathieu Bablet, George Orwell, Suzanne Collins, Olivier Paquet.</p>	<p>Analyse d'un texte Critère A</p> <p>Réaliser un exposé sur une ville utopique ou dystopique Critères B, C et D</p>

Unit Name: La presse et les médias face à une question de société	
Content	Assessment
<p>Informé, s'informer ou déformer ?</p> <p>Se jeter dans la presse à corps perdu, avec Zola, Balzac, Maupassant, Nellie Bly, Pénélope Bagieu, Albert Londres, Florence Aubenas, Haydée Sabéran.</p> <p>Comment la presse et les médias nous informent-ils sur l'actualité et les questions de société ?</p> <p>Quels sont les nouveaux moyens d'information dont disposent les journalistes ?</p> <p>Découvrir les enjeux de la presse et des médias, analyser les différents points de vue sur une question de société</p>	<p>Analyse d'un texte Critère A</p> <p>Créer la Une d'un journal Critères B, C et D</p>

LANGUAGE AND LITERATURE: Spanish

Unit Name: El mito y el cuento	
<p>Tanto los mitos como los cuentos son textos con una larga tradición. Las civilizaciones más antiguas manifestaron sus inquietudes a través de este tipo de textos.</p> <p>En esta unidad los/as estudiantes</p> <ul style="list-style-type: none">- profundizarán en estos géneros narrativos menores.- trabajarán con los diferentes tipos de textos para desarrollar las destrezas de análisis e identificar las similitudes de ambos géneros y las diferencias.- analizarán las principales técnicas narrativas empleadas en una obra en concreto.- analizarán la caracterización de personajes así como la finalidad del texto, es decir, la intención del autor.	<p>Análisis de un texto (Criterio A)</p> <p>Producción escrita de un mito/cuento (Criterios B, C & D)</p>

Unit Name: El arte y la literatura	
Content	Assessment
<p>En esta unidad didáctica, el alumnado reflexionará sobre las artes como vía de expresión individual. Para ello se pondrá el enfoque en los paralelismos entre las obras pictóricas y literarias vanguardistas.</p> <p>Los/as estudiantes</p> <ul style="list-style-type: none"> - analizarán obras pictóricas de diferentes movimientos vanguardistas como el expresionismo, el futurismo y el dadaísmo; apoyadas por obras líricas de los mismos movimientos artísticos. - conocerán la especial influencia que ejerce el contexto histórico sobre las apreciaciones y parámetros artísticos en la Edad Contemporánea. - desarrollarán destrezas para la comprensión y elaboración de diferentes textos expositivos y líricos. - alcanzarán una idea global sobre las tendencias artísticas contemporáneas y su relación con el contexto histórico y filosófico. - realizarán ejercicios para mejorar el uso de vocabulario, así como su enriquecimiento en su lengua materna. 	<p>Análisis de un texto (Criterio A)</p> <p>Creación de un poema dadaísta (Criterios B & D)</p>
Unit Name: La radio	
Content	Assessment

La eficacia de un discurso no depende exclusivamente del mensaje. Existen otros factores no visuales que son sumamente importantes para llamar la atención del receptor: los efectos auditivos.

Expresión escrita y oral:
crear una entrevista.

(Criterios B, C & D)

Por ello, en esta unidad los/as estudiantes:

- desarrollarán destrezas de dicción y locución.
- descubrirán la importancia del tono en cada texto auditivo y modularán la voz de acuerdo al mensaje o el efecto que quieran causar en la audiencia.
- conocerán los elementos de la voz y las características de algunos programas radiales.
- analizarán y profundizarán en el género periodístico: entrevista.
- demostrarán de manera práctica los conocimientos adquiridos a través de una emisión de 10 minutos en una emisora de radio ficticia.

Unit Name: La publicidad

Content	Assessment
<p>En esta unidad, los/as estudiantes profundizarán en el uso del lenguaje y las estrategias comunicativas utilizadas en publicidad.</p> <p>Asimismo, los/as estudiantes</p> <ul style="list-style-type: none"> · descubrirán, a través de ejemplos junto con un estudio guiado, los diferentes tipos de textos publicitarios: narrativo, expositivo y dialogado. · identificarán la función estética de la lengua, es decir, las figuras retóricas que aparecen y con qué finalidad. · aprenderán las diferentes modalidades de la oración simple a través de ejemplos publicitarios y el efecto que estas producen en el receptor. · conocerán las variedades lingüísticas (diatópicas, diafásicas, diastráticas y diacrónicas), de suma importancia en publicidad por la relevancia que tienen sobre el receptor. 	<p>Análisis y presentación de un anuncio publicitario</p> <p>(Criterio A)</p> <p>Crear un anuncio publicitario (vídeo/poster)</p> <p>(Criterios B & D)</p>



Design: Coding (Grades 6-8)

Unit Name: Introduction to Coding	
Content	Assessment
<p>In this project, students learn about the historical context of coding and, in particular, to communicate and create solutions to problems. In the inquiry stage, students will explore coding in Python- write a message, make calculations and learn about variables, strings and objects. Students will explore the basic commands in Python to find a solution to a problem. Design idea drawings and sketches for the final product will inform the planning when creating the final product in Python. Students carry out product testing with the design specifications to assess the success of the product. Some questions students will investigate are: what is coding? How can we use code to communicate and solve problems? And, are any ideas for coding new to do they change with technology and time?</p>	<p>Formative feedback is provided throughout the project. Criteria B specifically will be formatively assessed.</p> <p>Criterion A: Inquiring and Analysing Criterion B: Developing ideas Criterion C: Creating the Solution Criterion D: Evaluating</p>

Unit Name: Introduction to Coding (Interactive Media Project)	
Content	Assessment
<p>In this project, students learn about how multimedia and interactive features enhance user functionality, and communicate ideas effectively. In the inquiry stage, students will use Python to explore interactive and multimedia tools and modules for finding solutions to a problem. Design drawings and plans for the final product will inform and prepare students for planning and creating the final product in Python. Students carry out product testing with the design specifications to assess the success of the product. Some questions students will investigate are: how do interaction and multimedia promote design? When is multimedia useful? how are coding and interactive tools changing how we work? how can interaction and multimedia personalise user experiences?</p>	<p>Formative feedback is provided throughout the project. Criteria B specifically will be formatively assessed.</p> <p>Criterion A: Inquiring and Analysing Criterion B: developing ideas Criterion C: Creating the Solution Criterion D: Evaluating</p>

DRAMA

Unit Name: 'Intro to Improv'	
Content	Assessment
<p>In this unit, students will learn and explore a variety of Drama and improvisation techniques starting from open scenes and working through to scripted dialogue and into character and situational comedy. This allows students to approach an understanding of how dramatic scenes are created and developed from the differing perspectives of plot development, characterisation and audience reception. Within this Unit of Inquiry students will also be introduced to stage blocking and character development. They will also learn a variety of script writing techniques and how to create comedic and dramatic dialogue that leaps off the stage!</p>	<p>Students will create an original scene and/or series of connected scenes taking their inspiration from the plot material and characters provided for them. Assessment will take the form of 'in class' presentations. Students will also be required to discuss their creative ideas and evaluate the creative process and the generation of material. They will be expected to describe characterisation and character development, scene development, plot formation and dialogue creation.</p> <p><i>Arts Assessment Criteria may include:</i> A: Investigating B: Developing</p>

C: Creating/Performing
D: Evaluating

Unit Name: Devised Performance.

Content	Assessment
<p>Students work in small production teams to create and then script original dramatic scenes. They are given a theme and concept from which to devise and create an original show. These teams will be given the opportunity to select the style and genre of their scenes and creative autonomy to develop their work towards The style and genre of the piece are group selected and student presentations are workshopped with the rest of the class to provide an opportunity to receive feedback from others. This feedback is then to be used in group self reflection to further develop their performance skills and allow for an understanding of how their performance is received by an audience.</p>	<p>The assessment will take the form of an 'in class performance'. Students will be required to assess their individual progress through an interactive discussion. The Process Journal will be used to document student progress. The students will also be required to submit a short original script with setting detail and stage directions. They will also be required to provide character profiles for all the main characters that are present in their scene.</p> <p><i>Arts Assessment Criteria may include:</i> A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>

Unit Name: Production Presentation

Content	Assessment
<p>Students are familiar with dramatic terminology, character development and plot structure. This unit guides them through a 'hands on' approach to developing a script through 'in class' workshop techniques. Students will work in small production teams to create a series of connected dramatic scenes exploring character motivation and plot development with an overview of audience reception. They will be given time to develop original scripts based on character profiles they will be provided. Students undertake rehearsals where they block and shape the scenes for presentation.</p>	<p>The students will present scenes in an 'in class' environment for their peers. They will be required to keep a Process Journal and be able to answer questions regarding the structure of the play, character motivation and if they have directed a scene they will be required to present their Director's Notebook detailing creative/artistic decisions through the process.</p> <p><i>Arts Assessment Criteria may include:</i> A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>

Unit Name: Dramatic Scene Presentation	
Content	Assessment
<p>Students will research a range of dramatic scenes from published play texts and select two contrasting pieces to rehearse and present to a small invited audience of their peers. Small production teams will be developed to learn lines, build characters and explore blocking the action of the drama. The process will allow students to explore directing their blocked scenes and further develop characterization so they may have an understanding of how directorial decisions impact a performance piece and how ideas and concepts are conveyed to an audience. They will be required to record part of their rehearsal process for further discussion regarding creative ideas and artistic approach.</p>	<p>The students will give a small presentation, working as a collaborative team on one of the selected pieces. They will discuss the creative decision process in terms of the approach to stage blocking and characterizations along with their intended impact on the audience. The students will be required to give a performance of their scene(s) to an identified audience and to record their developmental process.</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating B: Developing C: Creating/Performing D: Evaluating</p>

BAND

Unit Name: Exploring Instrumental Technique	
Content	Assessment
<p>In this unit, students will learn that through the elements of musical expression a performer can effectively communicate with an audience. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. They will consider their role and the role of others within an instrumental ensemble and gain an understanding of band music. The use of warm-ups and technique builders will be the foundation for developing aural independence and harmonic interdependence.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Stylistic understanding through musical analysis -Solo and/or ensemble performance -Reflection <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating
Unit Name: Performance Skills Development	
Content	Assessment
<p>Students will learn how to use their instruments effectively to communicate a musical score. Samples will be used from famous movies, classical pieces, and other popular contemporary tunes to provide a variety of options for students to develop their performance voice. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Solo/group performance -Audience Impact reflection -Action Plan <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

Unit Name: Score and Music Analysis

Content	Assessment
<p>In the third unit in Band, students will learn the processes required in preparation of a concert performance. Students will have begun to develop their instrumental presentation skills by the start of this unit. They will have a basic understanding of note reading and how musicians can most effectively use it to make a musical performance. In this unit students will work collaboratively to develop interpretive skills to a variety of choral and musical theatre pieces. These stylistic choices will be student generated based on inspiration derived from various musical styles and performance traditions. The aim of this unit will be to combine note reading, interpretation, understanding of genre, and playing into performances that may be enjoyed by the school.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none">-Recording/video of choreography-Ensemble performance-Scene Blocking Plan <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none">A: InvestigatingB: DevelopingC: Creating/PerformingD: Evaluating

CONCERTMASTERS

Unit Name: Expression in Performance	
Content	Assessment
<p>The first unit in Concertmasters is <i>Expression in Performance</i> in which the students will learn that through the elements of musical expression a musician can effectively communicate with an audience. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture/playing position, musical styles and solo work. The students will learn and understand the importance of ongoing practice routines and accurate use/control of dynamics. They will consider their role and the roles of others when playing solo or chamber music pieces.</p>	<p>Assessments will include but are not limited to:</p> <p>Dynamics performance assessment Solo/Chamber performance Process journal/Reflections</p>
Unit Name: Performance Technique	
Content	Assessment
<p>The second unit in Concertmasters is <i>Performance Technique</i> in which the students will learn about intervals, scales and scale patterns in music. This unit will inquire into structured musical systems with a focus on technique, melodic playing and intervals. They will gain an understanding of time management and effective technique practice routines. The unit will cover the following musical elements: intervals, major scales, scale patterns, major scales played in thirds and articulation (legato/staccato). They will perform solo/small ensemble pieces/exercises with a focus on scales and technique.</p>	<p>Assessments will include but are not limited to:</p> <p>Scale performance playing Solo/Ensemble performance Process Journal development</p>

Unit Name: Repertoire and Concertmaster skills

Content	Assessment
<p>The third unit in <i>Concertmasters</i> is <i>Repertoire and Concertmaster skills</i> in which the students will learn the process required in preparation for a performance. They will understand that behaviour and discipline define a musician and his/her performance. This unit will inquire into the essential techniques which are needed to achieve mastery/ability to perform at the highest level possible: 'Warm-up' techniques, scales, arpeggios and practice routines. The students will understand the importance of setting goals for their achievement of successful performance. They will be able to perform to an audience exploring and applying the following key elements: accuracy of rhythm, pitch and intonation.</p>	<p>Assessments will include but are not limited to:</p> <p>Musical accuracy in Solo Performance Practice routines Process Journal development.</p> <hr/> <p>For advanced performers: This course can provide opportunities for taking ABRSM graded performance exams that will result in an internationally recognised certificate of achievement.</p>

CURRENT AFFAIRS

Unit Name: Top Stories	
Content	Assessment
Through research, discussion and presentation, students will be able to recognize the relative importance of contemporary news events, both for humanity and the physical environment. Students will practice locating sources of information through different kinds of media, as well as how to sort and assess its value. Students will understand the importance of considering multiple points of view and recognizing bias. In collating information, students will practice writing skills, especially summarizing, paraphrasing and proper source citation. Additionally, students will be required to analyze factual information in news reports to make geopolitical and historical connections, while also developing empathy for those involved in new events.	Students will be assessed through an in-class discussion and an editorial blog post.
Unit Name: Current Issues in the World Today	
Content	Assessment
There are a variety of major issues that regularly 'hit the headlines' as ongoing issues of concern. Students will identify and investigate contemporary news issues, with a special focus on their causes, as well as the impact on people and the physical environment.	Students will be assessed through an in-class discussion and a multimedia presentation.
Unit Name: Current Affairs in Your Country	
Content	Assessment
Current Affairs and news items vary from country to country. The issues may be common to a number of countries, or may be specific to one country. Students will investigate the national stories in their home country. They will be asked to determine in what ways their country is 'special' in terms of current affairs and news coverage. Collectively, students will consider why different countries have different issues to deal with?	Students will be assessed through a research-based essay.

Unit Name: Local News Items

Content	Assessment
What are the issues that impact our local community? How can we remain informed about the issues that can affect us directly? How do global, national and regional issues impact us on a local scale? How can students become involved in resolving problems in their local communities?	Students will create an informational poster about a chosen issue of concern to the local community.

J

UNIOR SPORTS LEADERSHIP

Junior Sports Leadership (JSL) is a curriculum with the goal of providing students with leadership skills in the context of authentic, educationally rich sport experiences. This includes the following features:

During the JSL curriculum, units will be 6 weeks in duration, which will promote in-depth understanding of the sports covered. The JSL class will use a multi-activity method covering 6 different sports over the entire year. This affords the teacher with the opportunity to cover the fundamental skills of each sport and provide the students the time to practice their skills. In combination with the skills acquisition, tactical components of the sports will also be included. Additionally, students will be assigned a unique leadership role for the duration of each sports unit (this will change for each unit).

Considering the many aspects of this class, there are many ways in which JSL will enhance students' leadership and sports skills. The students will be graded in four elements, each one contributing 25% to the students' final grade: Roles, Sports Skills, Sportsmanship, and Quizzes

1. Roles/Duties (25%)

- The most important aspect of the JSL class, is the various roles the students will take on throughout the year. The class encourages student autonomy, responsibility, and preparedness. Roles may include: player, score keeper, statistician, captain, coach, linesperson, referee, offensive coordinator, and defensive coordinator. These roles are rotated amongst all team members. This ensures that students gain confidence in each of the roles they undertake.
- Students will learn to communicate more effectively with team mates when they are given the opportunity to take on leadership roles.
- Students will learn how to referee, be a score keeper, and be a statistician, requiring research into the specific rules, regulations and hand signals involved in the sport.
- Students will learn how to demonstrate and teach skills to team mates.
- Students will learn team strategies, skills, and tactical components.

2. Sports Skills (25%)

- the students will be expected to demonstrate and apply a range of skills, techniques, strategies, and movement concepts as well as, apply sports specific information to perform effectively.

3. Sportsmanship (25%)

- the students will be expected to demonstrate appropriate respectful interactions with others (including the teacher), proper etiquette/good sportsmanship, staying on task, performing duties without being told, following PE rules.

4. Quizzes (25%)

– the students will have four quizzes spread throughout the year. They will be assessed on their leadership theory knowledge, sports specific knowledge.

Coding (elective)

Unit Name: Python and Web-based Coding	
Content	Assessment
<p>Students will learn about various coding languages throughout the year and develop coding projects that find solutions to a problem, respond to a chosen client brief, and explore a specific student interest. All students in the 1st year of the coding class will learn the foundational knowledge, skills and understanding of terms in Python and HTML. Students in the 2nd and 3rd years of coding will expand their knowledge and skills by investigating and learning about different modules in Python and further developing their knowledge and skills in web-based coding languages.</p>	<p>Formative feedback is provided throughout the project.</p> <p>Students will be assessed on their learning through:</p> <p>Process journals The technical skills and creating the product Design and Planning</p>

Unit Name: Introduction to Coding, CAD CAM	
Content	Assessment
<p>Computer Aided Design - Computer Aided Machining: How do you program the information a machine needs to cut / engrave the product you would like to make? What kind of file do you need to produce, what are the graphic interfaces that make tasks easier? What information do you need to 'give' to the actual machine? We will explore these details using the laser cutter / engraver and a 2D vector drawing program: QCAD.</p>	<p>Formative feedback is provided throughout the project.</p> <p>Focus in the documentation for the assessment will be on the visual and concise written information. Each student will create their own process journal that documents the learning journey and allows the student to record the details needed when using the setup for a project in class.</p> <p>Assessment will be based on the process journal and the projects made.</p>

Unit Name: Introduction to Coding, 3D Modeling	
Content	Assessment
In this unit, students will develop their 3D modeling skills using a variety of software tools, such as SketchUp, TinkerCAD, and Fusion 360. They will learn how modeling is used as a form of coding to control modern manufacturing processes, with an emphasis on 3D printing. Students will bring a variety of skills and previous knowledge into the class, and their specific tasks and goals will be determined by this to maximize their growth.	Assessment will be based on progress made, work completed, reflections, and a process journal.