



# Grade 6

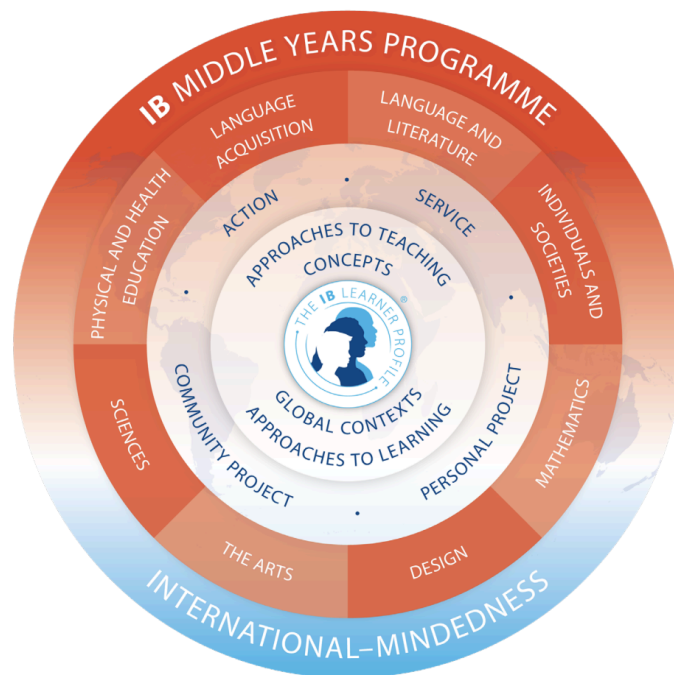
## Curriculum Guide 2024 - 2025

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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
<b>Language &amp; Literature</b>	English, German	7
<b>Language Acquisition</b>	English, German	7
<b>Mathematics</b>	Mathematics	7
<b>Sciences</b>	Sciences	7
<b>Individuals &amp; Societies</b>	Individuals and Societies	7
<b>Physical &amp; Health Education</b>	Physical & Health Education	8
<b>Design</b>	Digital Design, Product Design	6
<b>Arts</b>	Visual Arts, Music	6
<b>Options</b>	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.

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.

Teachers use the MYP command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. 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**

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.



# LANGUAGE AND LITERATURE

## English

<b>Unit name: Conflict</b>	
<b>Content</b>	<b>Assessment</b>
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. In addition to this content, there will be focus on spelling, grammar, punctuation and sentence structure and writing skills.	Presentation (B, C, D)  Analytical questions response (A, B, D)

<b>Unit name: Survival</b>	
<b>Content</b>	<b>Assessment</b>
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, symbols, and the themes they encounter whilst reading the novel as a class. Students will use their knowledge of conflicts, characters, and literary techniques to analyze the text. Students will also compare the text with Maslow's Hierarchy of Needs, explaining how the character's actions relate to the various needs. Additionally, the students will be introduced to infographics on the theme of survival and be required to produce their own example of this text type. Throughout this unit, there will be focus on spelling, grammar, punctuation, sentence structure and writing skills.	Analytical questions (A, B, D)  Symbols visual analysis (A, C, D)  Producing an infographic (C)

<b>Unit name: How We Communicate</b> <b>Poetry study and research essay related to UN Sustainable Development Goals</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students are introduced to different ways in which we can communicate information. Using the focus text <i>Out of the Dust</i> by Karen Hesse - a historical fiction verse novel set in the American Dustbowl of the 1930s - students will consider contextual information relating to the events of the Dustbowl and how this historical event is presented through different communication channels. As such students will study songs, poems, newspaper reports, maps, photographs etc related to this topic. There is a focus in this unit on poetry, and students will learn how writers use specific literary techniques to communicate through verse. We will also emphasise the sustainability issues prevalent in the Dustbowl so that the students are ready for study of the UN Sustainable Development Goals and the research essay that is detailed below.</p> <p><b>Research essay</b> Students will close this unit by conducting research on a UN Sustainable Development Goal of their choosing. They will seek to understand the issue, its causes, and possible solutions. They will then use their research to write a pros/cons essay that uses evidence to argue for what they believe is the best solution to their issue. This is a culmination of many of the writing and research skills and critical thinking that we have taught during Grade 6.</p>	<p>Extract analysis (A, D)</p> <p>Pros/cons essay (B, D)</p>

## LANGUAGE AND LITERATURE: German

<b>Unit: Spannende Erzählungen</b>	
<b>Content</b>	<b>Assessment</b>
<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>Textproduktion (Criteria B&amp;C&amp;D)</p>
<b>Unit: Märchen</b>	
<b>Content</b>	<b>Assessment</b>
<p>SuS 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 SuS 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 SuS auch die Fähigkeit, konstruktives Feedback zu geben und zu bekommen und ihre eigene Arbeit zu reflektieren.</p>	<p>Analyse, Präsentation (Criteria A&amp;B&amp;D)</p>

**Unit: Lektüre: Hände weg von Mississippi**

Die SuS setzen sich in dieser Einheit handlungs- und produktionsorientiert mit dem Kinderbuch Hände weg von Mississippi (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, optional: Besuch eines Autors bzw. einer Autorin - 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 die Leserschaft. 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 SuS den Zusammenhang von Inhalt und Sprache zu verdeutlichen. Ferner erstellen die SuS 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.

Analyse  
(Criteria A&B&D)**Unit: Vorgangsbeschreibungen****Content**

Die SuS 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 SuS 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 SuS vorbereitet und als Clip mit Erklärungen auf dem iPad mündlich aufgezeichnet werden.

**Assessment**Textproduktion  
(Criteria C&D)

# LANGUAGE ACQUISITION

## English (Phases 1 and 2)

<b>Unit Name: JUST ME</b>	
<b>Content</b>	<b>Assessment</b>
<p>The unit, <b>Just Me</b>, will enable students to develop their understanding of how culture, family, and the community establishes who they are. Students will develop their vocabulary to be able to describe themselves in detail.</p> <p>Students will discuss the similarities and differences between aspects of identity and culture using a variety of methods to collect information such as discussion, research, and online resources. Students will explore aspects of identity through literary passages of assorted kinds. This will further develop their use of language to be able to interpret and evaluate their personal beliefs. 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"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: FOOD AROUND THE WORLD</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the unit, <b>Food Around The World</b>, students will explore different cuisines from around the world and its impact on culture and identity. This unit 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 prepared at home with their fellow classmates.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: THE AMERICAN DREAM</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the unit, <b>The American Dream</b>, students will read a variety of short texts connected to the concept of 'The American Dream'. Students will look closely at how an individual can rise above and overcome challenges.</p> <p>Students will learn how to identify themes, develop discussion skills and present their personal point of view. Students will develop their use of past, present and future tense.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: SUSTAINABILITY</b>	
<b>Content</b>	<b>Assessment</b>
<p>In the unit, <b>Sustainability</b>, students will understand the importance of living in a sustainable world. New vocabulary will be learned to help support other academic subjects. Students will apply their understanding of sustainability to a variety of short texts, including Dr Seuss' <i>The Lorax</i>. Students will develop their describing skills and will learn how to express an opinion using appropriate vocabulary. They will learn how to identify reliable sources and to deliver a 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"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

## LANGUAGE ACQUISITION: English (Phases 3 and 4)

<b>Unit Name: THE POWER OF A WORD</b>	
<b>Content</b>	<b>Assessment</b>
In the unit, <b>The Power of a Word</b> , 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. Students will read the short novel <i>Frindle</i> to help develop their understanding of the concepts of the unit. Further, they will learn about etymology. Students will practice using the present simple/continuous tense, past tense, and will also be introduced to synonyms, antonyms and idioms.	Students will show their learning through a mix of formative and summative assessments below: <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: LIVING THE GOOD LIFE (HAPPINESS)</b>	
<b>Content</b>	<b>Assessment</b>
In the unit, <b>Living the Good Life (Happiness)</b> , 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: <ol style="list-style-type: none"> <li>1. Reading Assessment</li> <li>2. Listening Assessment</li> <li>3. Oral Assessment</li> <li>4. Written Assessment</li> </ol>

<b>Unit Name: THE AMERICAN DREAM</b>	
<b>Content</b>	<b>Assessment</b>
In the unit, <b>The American Dream</b> , students will read the novel <i>Esperanza Rising</i> written by Pam Munoz Ryan. Students will look closely at how an individual can rise above and overcome anything. Students will learn how to identify themes, develop discussion skills and present their personal point of view. Students will develop their use of past, present and future tense. Additionally, they will learn how to enhance their paragraph writing.	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

<b>Unit Name: SUSTAINABILITY</b>	
<b>Content</b>	<b>Assessment</b>
In the unit, <b>Sustainability</b> , 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. Students will apply their understanding of sustainability to a variety of texts, including Dr Seuss' <i>The Lorax</i> . Students will further develop their describing and speaking skills. They will learn how to identify reliable sources and present an objective presentation with correct tone and emotion in order to engage an audience.	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)

<b>Unit Name: Ich, meine Familie meine Freund*innen und unsere Hobbys</b>	
<b>Content</b>	<b>Assessment</b>
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); Writing (Criterion D)
<b>Unit Name: Schule</b>	
<b>Content</b>	<b>Assessment</b>
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.	Listening comprehension (Criterion A)
<b>Unit Name: Essen und Trinken</b>	
<b>Content</b>	<b>Assessment</b>
In this unit we will talk about food and drinks. Students will express personal preferences and will talk about their daily meals at home and in school. 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. The language focus will be on word order and addressing people in a formal and informal way.	Reading Comprehension (Criterion B); Speaking (Criterion C)

<b>Unit Name: Mein Alltag und meine Ferien</b>	
<b>Content</b>	<b>Assessment</b>
<p>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.</p>	<p>Reading Comprehension (Criterion B); Listening Comprehension (Criterion A)</p>

## LANGUAGE ACQUISITION: German (Phase 1b)

<b>Unit Name: Meine Clique</b>	
<b>Content</b>	<b>Assessment</b>
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)
<b>Unit Name: Meine Schule</b>	
<b>Content</b>	<b>Assessment</b>
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)
<b>Unit Name: Mein Tag</b>	
<b>Content</b>	<b>Assessment</b>
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 Gegend**

<b>Content</b>	<b>Assessment</b>
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)

<b>Unit Name: Machst du Sport?</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by discussing what sport they do in their free time, before moving on to talking about sport in general and the associated equipment. In the process, they practise making arrangements to meet. 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 in a cultural context, the students complete the unit by investigating the options available for sport and shopping in Bonn.	Listening comprehension (Crit. A); Oral task (Crit. C)
<b>Unit Name: Was ist passiert?</b>	
<b>Content</b>	<b>Assessment</b>
Students discuss sporting activities in the past tense, before moving on to talking about other events in their lives. In the process, they practice and consolidate the use of the perfect tense. Via the topic of health, they learn how to talk about their bodies and use this as a springboard for discovering how to express problems and solutions in German. Placing the topic in a cultural context, the students complete the unit by investigating some key events in the history of Germany.	Reading comprehension (Crit. B); Written task (Crit. D)
<b>Unit Name: Was feierst du?</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by planning a hypothetical birthday party, before moving on to creating invitations and drawing up a shopping list. In the process, they revisit the topic of shopping to revise the key vocabulary of shops and goods. Via the topic of house & home, they consider how to make the best use of the rooms available to them and eventually use the perfect tense to describe what "happened" at the party. Placing the topic in a cultural context, the students complete the unit by investigating the custom of <i>Karneval</i> .	Reading comprehension (Crit. B); Oral task (Crit. C)
<b>Unit Name: Wo fährst du hin?</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by discussing their plans for the summer holidays, before moving on to talking about what options are available in general. In the process, they practise and consolidate the use of prepositions and the accusative case. Via the topic of travel, they practise talking about both plans and experiences in German. Placing the topic in a cultural context, the students complete the unit by investigating some well-known destinations in Germany.	Listening comprehension (Crit. A); Written task (Crit. D)

## LANGUAGE ACQUISITION: German (Phase 4)

<b>Unit Name: Märchen</b>	
<b>Content</b>	<b>Assessment</b>
<p>The focus of this unit is on comparing and working out typical fairy tale characteristics based on the original texts by the Brothers Grimm and other fairy tale writers. By listening to and reading fairy tales, students 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 preterite tense and certain adverbial expressions of time to select the events in a logical order. As summative assessments, the students read and compare two fairy tales with each other and later on 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>Reading comprehension (Crit.A), Written Task (Crit.D),</p>
<b>Unit Name: Ein Meer aus Plastik</b>	
<b>Content</b>	<b>Assessment</b>
<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>Listening Comprehension (Crit. B); Oral Task (Crit. C);</p>
<b>Unit Name: hAPPy - Der Hung im Handy</b>	
<b>Content</b>	<b>Assessment</b>
<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>hAPPy- Der Hund im Handy</i> by Thomas Feibel. They 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, especially AI.</p>	<p>Reading Comprehension (Crit.B); Written task (Crit.D)</p>

<b>Unit Name: Migration</b>	
<b>Content</b>	<b>Assessment</b>
<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, e.g. 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); Oral task (Crit.C);</p>



## LANGUAGE ACQUISITION: Spanish (Phase 1)

<b>Unit 1: ¿Quién soy?</b>	
<b>Content</b>	<b>Assessment</b>
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)
<b>Unit 2: La vida diaria</b>	
<b>Content</b>	<b>Assessment</b>
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)
<b>Unit 3: Mi entorno</b>	
<b>Content</b>	<b>Assessment</b>
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)
<b>Unit 4: La comida</b>	
<b>Content</b>	<b>Assessment</b>

<p>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.</p>	<p>Speaking (Criterion C)</p>
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## LANGUAGE ACQUISITION: French (Phase 1)

<b>Unit 1: C'est moi !</b>	
<b>Content</b>	<b>Assessment</b>
In this 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)
<b>Unit 2: Chez moi</b>	
<b>Content</b>	<b>Assessment</b>
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)
<b>Unit 3: Ma vie</b>	
<b>Content</b>	<b>Assessment</b>
Building on their understanding 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, and come to understand the importance of verb-endings in French. Placing the unit in a cultural context, students consider a range of festivals and celebrations within the French-speaking world.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Written task (Crit. D)
<b>Unit 4: Ma journée</b>	
<b>Content</b>	<b>Assessment</b>
To round out the year, students frame what they have learnt so far in the context of a "typical" day. They describe what they do every day before, during and after school, using 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 differences between their daily routine and a "typical" day in France and other countries; they also look at some of the culinary highlights of both France and the rest of the French-speaking world.	Oral task (Crit. C)

## LANGUAGE ACQUISITION: French (Phase 2)

<b>Unit 1: L'école</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by reviewing their daily routine and the subjects they learn at school, before moving on to discussing what they actually do in those lessons and how they learn. In the process, they discover the full range of IB vocabulary in French, including the Learner Profile and Approaches to Learning. By considering the value of school and education, they learn how to express their opinions and use this as a springboard for writing personal texts about their school life and hopes for the future.	Reading comprehension (Crit. B); Written task (Crit. D)
<b>Unit 2: Le monde francophone</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by reviewing the countries that make up the French-speaking world, before moving on to reading about actual people from those countries. In the process, they revise how to present themselves and others effectively. Via the topic of national traditions, they learn how to describe celebrations and use this as a springboard for revising how to describe events in the past. They use the perfect tense to talk and write about family celebrations and people's lives.	Listening comprehension (Crit. A); Oral task (Crit. C)
<b>Unit 3: Le sport et la santé</b>	
<b>Content</b>	<b>Assessment</b>
In this unit, students begin by reviewing the sports they practise and the sporting options available at school, before moving on to considering specific sports in detail. In the process, they revise the parts of the body and consider the links between sport and healthy living. By investigating a popular sport in the French-speaking world, they learn how to synthesise and present information in an effective manner; finally, they use this as a springboard for writing about famous sporting events in the past.	Reading comprehension (Crit. B); Oral task (Crit. C)
<b>Unit 4: La communication</b>	
<b>Content</b>	<b>Assessment</b>

<p>In this unit, students begin by discussing the very nature of communication and the media by which they themselves communicate, before moving on to considering how we keep ourselves informed. In the process, they learn how we need to adapt our language and abide by conventions in order to ensure effective communication. By reading and writing about significant events in the news, they learn how to put together a basic article using the perfect tense and compare how this research process has changed since their parents were at school; finally, they use this as a springboard for writing about significant historical developments in communication.</p>	<p>Listening comprehension (Crit. A); Written task (Crit. D)</p>
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# MATHEMATICS

<b>Unit Name: Number</b>	
<b>Content</b>	<b>Assessment</b>
<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>
<b>Unit Name: More Numbers</b>	
<b>Content</b>	<b>Assessment</b>
<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. 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 &amp; D), Fractions Investigation (Criteria C &amp; D), Directed Number Investigation (Criteria B &amp; C)</p>

<b>Unit Name: Algebra</b>	
<b>Content</b>	<b>Assessment</b>
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)

<b>Unit Name: Measurement and Geometry</b>	
<b>Content</b>	<b>Assessment</b>
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)

# SCIENCES

<b>Unit Name: What is Evidence</b>	
<b>Content</b>	<b>Assessment</b>
<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 &amp; C)</p>
<b>Unit Name: Inside our Bodies</b>	
<b>Content</b>	<b>Assessment</b>
<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>



<b>Unit Name: What is Matter</b>	
<b>Content</b>	<b>Assessment</b>
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.	End of unit content knowledge examination (Criterion A); Density exploration Lab (Criteria B & C)

<b>Unit Name: The Earth in the Universe</b>	
<b>Content</b>	<b>Assessment</b>
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.	Unit research and reflective essay (Criterion D)

# INDIVIDUALS AND SOCIETIES

<b>Unit Name: 1. What does it mean to be a global citizen? (Global Interactions)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will be introduced to foundational concepts and skills in the study of the social sciences. What are the social sciences? Why do we study them? What can we learn from these different approaches?</p> <p>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, B, C &amp; D).</p>
<b>Unit Name: 2. Prehistoric Peoples</b>	
<b>Content</b>	<b>Assessment</b>
<p>Humans as a species have developed and thrived due to our ability to respond collectively to our circumstances. Our individual identities are shaped by our communities and our moral imagination. Students will learn about different human ancestors and the manner in which social scientists make conclusions about their lifestyles and journeys. Students will explore the concepts of "adaptation" and "innovation" as a means of assisting survival. They will also learn about what innovations and inventions enabled early humans to advance. Throughout this unit, students will learn about and develop a number of important research skills in accordance with the BIS Research Process.</p>	<p>Students will complete an in-class quiz and a smaller research project (Criteria A, B, C, D).</p>

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

<b>Content</b>	<b>Assessment</b>
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 create a museum exhibit for a chosen ancient civilization (Criteria A, B and C).

**Unit Name 4: . How can maps provide us with a sense of time, place and space? (Time, Place and Space)**

<b>Content</b>	<b>Assessment</b>
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.	Students will complete an in-class quiz/test (A, C and D).

# PHYSICAL AND HEALTH EDUCATION

## **Integration of health throughout Physical and Health Education**

In health classes, students' social, emotional and mental health curriculum integrates the following health related topics throughout the Grade 6 curriculum. Units included and integrated throughout the year include: school organization and study skills, interpersonal skill development, emotional well-being, kindness and respect, stress management and wellness, comprehensive sexuality education, substance education and digital citizenship. These units are not assessed through summative methods, but focus on emotional growth and development through formative, in class, assessments.

<b>Unit Name: Interactions through Invasion Games</b>	
<b>Content</b>	<b>Assessment</b>
<p>Within the unit, students 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 learn and perform the sport netball. 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 is beneficial to the effective functioning of teams.</p>	<p>Invasion games performance - netball (Criterion C)</p>
<b>Unit Name: Change: Net/Wall Games</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will have the opportunity to explore a variety of net/wall games. Some examples include badminton, pickleball, 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, sending and receiving an object, moving into open space and defending opponents. 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 research in-class task. Students will be required to choose one net/wall or invasion game skill and design a basic training program to</p>	<p>Net/wall plan to coach a primary school student and reflect on their overall performance and interpersonal skills (Criteria B&amp;D)</p>

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

<b>Content</b>	<b>Assessment</b>
Within the unit, students will be introduced to dance and how the elements of creative movement (body, action, space, energy and time) are incorporated into an choreographed routine. 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 (Criterion B)

**Unit Name: Leadership**

<b>Content</b>	<b>Assessment</b>
Within the unit, students will have the opportunity to explore 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, communication challenges and exploring conflict resolution. Students will also participate in a variety of sports mini-tournaments. 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 game with physical fitness**

<b>Content</b>	<b>Assessment</b>
<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 striking and fielding games such as mini-cricket, 3 ball kickball, and 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 (Criterion A)</p> <p>Playing and performance during striking and fielding games (Criterion C)</p>

# DESIGN

<b>Unit Name: My Collage Project (Digital Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>The communication of manipulated images influences how individuals develop identities and relationships with people, ideas and products in our world. Students analyse existing print media, collage designs, and existing products to show their knowledge of the design techniques. They develop skills in illustration and image editing tools used to communicate the message of a product. Students 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. Students carry out authentic testing based on the specifications, critically evaluate the collage, and suggest improvements that could be made in the evaluation.</p>
<b>Unit Name: The Spreadsheet Project (Digital Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Planning and data help communicate ideas, perceptions, trends, and create task management strategies. Students explore spreadsheet tools to organise time and to synthesise data. They will explore spreadsheet tools - such as: using formulae, functions, 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 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.</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>

<b>Unit Name: Internet Safety (Digital Design)</b>	
<b>Content</b>	<b>Assessment</b>
<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"> <li>- What is the internet?</li> <li>- What can you do to practise netiquette?</li> <li>- How can online communications impact our lives?</li> <li>- What are the methods to use to act safely online?</li> <li>- How can we use online tools effectively?</li> </ul> <p>Students present their learning using presentation tools and broaden their knowledge of web and media literacy using digital tools. Internet safety glossary terms, types of web browsers, search engines, private windows and viewing, reverse image searches, web browsing history, how the internet works will be explored.</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>

<b>Unit Name: Graphic design (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<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"> <li>• How can you get the message across?</li> <li>• How can you design for a specific purpose?</li> <li>• What are design specifications and why are they important?</li> <li>• What tools can you use to create graphic design?</li> <li>• What are the advantages of colored pencils compared to felt tip pens?</li> <li>• What is meant by 'contrast'?</li> <li>• Where do we find samples of graphic design?</li> </ul> <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>



<b>Unit Name: Hands on tools - the wood challenges (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<p>Essential: Safety in a workshop and the responsible use of tools.</p> <p>1. <b>Hammered nail art:</b> 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. <b>Wooden pendant:</b> 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. <b>Going fishing:</b> 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: <a href="https://maphub.net/BIS-Design/driftwood-fish-2024-no-299">https://maphub.net/BIS-Design/driftwood-fish-2024-no-299</a></p> <p>According to progress in class, the programme 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>

<b>Unit Name: The marble run (Product Design)</b>	
<b>Content</b>	<b>Assessment</b>
<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 a 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>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

<b>Unit Name: Music from our area</b>	
<b>Content</b>	<b>Assessment</b>
<p>The first unit in Grade 6 is about music from composers like 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>
<b>Unit Name: Basic playing skills</b>	
<b>Content</b>	<b>Assessment</b>
<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>  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>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>

## ARTS – Visual Arts

<b>Unit Name: How We Talk About Art</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will explore the language we use when speaking about art - the elements of art and the principles of design. They will practice using this language before they create short videos where they describe an artwork using the relevant language. They will be learning how art helps us communicate without using words and understanding how the different parts of art, like colors and shapes, can show our feelings and ideas to other people. They will understand how art helps us share our thoughts and emotions, even if we speak different languages.</p>	<p>Students will be assessed through the following:</p> <p>Creation of a short video using relevant language to describe an artwork.</p> <p><i>Arts Assessment Criteria include:</i> A: Investigating</p>
<b>Unit Name: Cultural Dwellings: Expressing Our Heritage through Clay Houses</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students will design and build houses out of clay that represent their cultural heritage. This creative journey will help them understand and express the unique and special aspects of our own background as well as learning foundational clay handling techniques.</p>	<p>Students will be assessed through the following:</p> <p>The exploration of cultural diversity by researching and creating a typical house from their culture. Students will document their investigation, developing and evaluating in their journals. Creating will be assessed through the development of an individual clay house.</p> <p><i>Arts Assessment Criteria include:</i> B: Developing C: Creating D: Evaluating</p>

<b>Unit Name: Exploring Ancient Civilizations through Artifacts (IDU)</b>	
<b>Content</b>	<b>Assessment</b>
In this IDU students investigate ancient civilizations through the lens of art and artifacts. They will explore how creative expressions that they see in artifacts can tell us about the beliefs, values, and daily life of these societies.	<p>Students will be assessed through the following:</p> <ul style="list-style-type: none"> <li>Research</li> <li>Final artwork</li> <li>Self evaluation of final artwork</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>C: Creating</li> <li>D: Evaluating</li> </ul>

<b>Unit Name: Narrative in Color: Exploring Composition with Fold-Out Books and Watercolor</b>	
<b>Content</b>	<b>Assessment</b>
In this Visual Arts unit, MYP 1 students will explore the concepts of fairness and development through the creation of fold-out books using watercolor. Focusing on composition, students will learn how to effectively use foreground, middle ground, and background to create depth and guide the viewer through a narrative. By examining how artists use these techniques to address social issues, students will develop their own visual stories that reflect their understanding of fairness and development, ultimately creating a meaningful and expressive art piece that communicates complex ideas.	<p>Students will be assessed through the following:</p> <ul style="list-style-type: none"> <li>Research</li> <li>Planning</li> <li>Analysis</li> <li>Final artwork</li> </ul> <p><i>Arts Assessment Criteria include:</i></p> <ul style="list-style-type: none"> <li>B: Developing</li> <li>C: Creating</li> </ul>

# OPTIONS

## LANGUAGE AND LITERATURE: French

<b>Unit name: Mythologie et monde moderne</b>	
<b>Content</b>	<b>Assessment</b>
<p>Lecture de textes fondateurs de la mythologie gréco-latine et découverte des récits de la Création, de L'Enfer, du Paradis, rencontres avec des monstres et des héros. Réflexion sur le monde moderne.</p> <p><i>L'Énéide</i>, de Virgile et <i>La Divine Comédie</i>, de Dante</p> <p><i>Les Métamorphoses</i>, d'Ovide et <i>Les Voix intérieures</i>, de Victor Hugo</p> <p>Le culte à Déméter (François Busnel, James George Frazer, Henry David Thoreau, Pierre Rabhi, Soren Seelow, Karen Blixen)</p> <p>Homère</p> <p>La figure d'Orphée : récits, poésie et opéra</p> <p>Goya, Nathaniel Hawthorne, Eduard Petiska</p> <p><i>Le Roi et l'Oiseau</i>, Film d'animation (Prévert et Grimault)</p> <p><i>L'Odyssée de Pi</i>, Film (Ang Lee)</p> <p>Langues et cultures de l'Antiquité.</p> <p>Ce que disent les mythes, des héros, face aux monstres. Ce que dit le discours scientifique. Écrire pour réfléchir sur nos modes de vie.</p> <p>Escape Game pédagogique sur la mythologie</p>	<p>Production de texte-image : rédiger un carnet de voyage imaginaire (Criteria A,B,C&amp;D)</p>

<b>Unit name: Science et Littérature - Au pays de Jules Verne</b>	
<b>Content</b>	<b>Assessment</b>
<p>Imaginer des univers nouveaux, avec les progrès scientifiques du XIXe siècle, avec la figure du héros chez Jules Verne, avec ses récits d'aventure. Comprendre comment les avancées scientifiques nourrissent l'imaginaire.</p> <p>Extraits : <i>Voyage au centre de la Terre</i>, <i>Le Tour du monde en 80 jours</i>, <i>Vingt mille lieues sous les mers</i>, <i>Une fantaisie du Dr Ox Autour de la Lune</i>, <i>L'île mystérieuse</i>, <i>Les Indes noires</i>, <i>Cinq semaines en ballon</i>, <i>Voyage au centre de la terre</i>, <i>Un hivernage dans les glaces</i>, <i>De la Terre à la Lune</i></p> <p>Escape Game pédagogique sur Jules Verne</p> <p>Science et fiction : "Les voyages extraordinaires"</p> <p>Prolongement : Récit de voyage avec <i>Le bonheur d'être en route</i> de Sylvain Tesson</p>	<p>Production de texte : rédiger un journal de lecteur (Criteria A,B,C&amp;D)</p>

<b>Unit name: Espace théâtral - Relations humaines en terme de voisinage</b>	
<b>Conten</b>	<b>Assessment</b>
Découverte de l'espace de l'écriture avec Georges Perec et <i>Espèces d'espaces</i> Découverte de l'espace de vie avec Georges Perec et <i>La vie mode d'emploi</i> Étude d'une pièce de théâtre de Jean-Pierre Martinez Source d'inspiration : L'immeuble, de Francis Debyser Création d'une pièce de théâtre basée sur les relations entre voisins dans un immeuble. Prolongement : Série télévisée humoristique avec <i>Nos chers voisins</i>	Création, mise en scène et performance d'une pièce de théâtre sur les relations entre voisins (Criteria A,B,C&D)
<b>Unit Name: Poésie - Enfance et Liberté</b>	
<b>Conten</b>	<b>Assessment</b>
Poèmes d'hier à aujourd'hui, au nom de la liberté : <i>Liberté, cent poèmes pour les enfants</i> de Bernard Lorraine <i>Liberté</i> de Maurice Carême, chanté par Grégoire Entretien avec Maram al Masri pour son poème "Les enfants de la liberté" <i>La Marseillaise</i> de Claude Rouget de Lisle Photos-poèmes Hymnes Visées : émouvoir, convaincre, dénoncer Rêves d'évasion, sources d'inspiration par la musique Langage poétique, mise en espace, situation d'énonciation Analyse de tableaux, d'oeuvres de Street Art Prolongement : entretien avec Fernando Morales-de la Cruz (militant des droits de l'homme et défenseur des droits des enfants)	Analyse texte-image (Criterion A)  Présentation : création d'une mosaïque de la classe avec des photo-poèmes (Criteria B,C&D)



## LANGUAGE AND LITERATURE: Spanish

Unit Name: <b>Viaje a alguna parte</b>	
Content	Assessment
<p>En esta unidad descubriremos la literatura de viajes como género literario y viajaremos a lo desconocido a través de textos literarios y no literarios, de fragmentos de novelas de aventuras, las experiencias de Marco Polo en sus viajes,...</p> <p>También viajaremos a través del arte con el Bosco y su Jardín de las Delicias y de la gastronomía con un <i>taller de los sentidos</i> donde los/as estudiantes viajarán al Nuevo Mundo como lo hizo Jean de Léry.</p>	<ul style="list-style-type: none"> <li>- Análisis de un texto (Criterio A: Análisis)</li> <li>- Expresión escrita y artística: creación de un haiku con música o una pequeña historia ilustrada de tu propio <i>Jardín de las delicias</i>. (Criterios B, C &amp; D)</li> </ul> <p>(Criterio B: Organización Criterio C: Producción textos Criterio D: Uso de la lengua)</p>

Unit Name: <b>Familia, amistades y redes</b>	
Content	Assessment
<p>En esta unidad se tratará de las relaciones con otros miembros de la familia (padres-hijos/as, abuelos/as), entre amistades y en las redes sociales.</p> <p>Estudiaremos la tolerancia y la denuncia del acoso para reflexionar sobre el hecho de ser diferentes. El alumnado visionará la película <i>Little Miss Sunshine</i> y luego la analizaremos. Objetivos: analizar el poster de la peli, el tráiler y una escena. Los estudiantes darán su punto de vista justificando por qué piensan así. También leeremos <i>El Club de la Cuatro Emes</i>, de Juan Ramón Santos</p>	<ul style="list-style-type: none"> <li>- Análisis de un texto (Criterio A)</li> <li>- Expresión escrita y oral: escribir un diálogo teatral entre los miembros de una familia (Criterios B, C &amp; D)</li> </ul>

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Unit Name: <b>Héroes, heroínas, heroísmo: de ayer a hoy</b>	
Content	Assessment
<p>En esta unidad los/as estudiantes :</p> <ul style="list-style-type: none"> <li>- analizarán los distintos papeles que juegan los/as personajes dentro de un texto literario en distintas épocas y distintos géneros narrativos.</li> <li>- identificarán el por qué los/as autores/as eligen a ciertos personajes con características muy definidas.</li> <li>- desarrollarán la capacidad de identificar las caracterizaciones directas e indirectas de los personajes (qué conforma un/a héroe/heroína), así como evaluar el efecto que produce en los/as lectores/as.</li> <li>- conocerán la influencia de los cambios históricos en la presentación de los personajes literarios como reflejo de la sociedad y</li> <li>- analizarán la caracterización de personajes literarios desde Virgilio (70 - 19 a. C) hasta nuestros días.</li> </ul> <p>Para todo ello será necesario profundizar formalmente en el tiempo, el espacio y el uso de la lengua en los que se desenvuelven los/as personajes.</p>	<ul style="list-style-type: none"> <li>- Análisis de los personajes (caracterización) de un fragmento narrativo.</li> </ul> <p>(Criterio A)</p> <ul style="list-style-type: none"> <li>- Expresión escrita y oral (Criterios B, C &amp; D)</li> </ul>

Unit Name: <b>Comicidad</b>	
Content	Assessment
<p>La comedia es un subgénero dramático representado a lo largo de toda la historia que en algunas épocas proliferan de manera extraordinaria por su carácter pedagógico. En esta unidad los/as estudiantes analizarán las estrategias empleadas por los/as autores/as para provocar la risa en el receptor y las ideas que subyacen en el chiste del emisor.</p> <p>Para ello analizarán la comicidad en una comedia mexicana contemporánea sobre el descubrimiento de América <i>Cristóbal Colón</i> de Vivian Blumenthal, en la que se intercalan aspectos culturales, de manera que se puede apreciar la diversidad cultural en su lengua materna, así como las similitudes culturales transmitidas a través del humor.</p>	<p>Análisis del humor en un texto</p> <p>(Criterio A)</p> <p>Presentación de un monólogo cómico</p> <p>(Criterios B, C &amp; D)</p>

Unit Name: ¡Luces, cámara y acción!	
Content	Assessment
<p>En esta unidad, los/as estudiantes leerán y analizarán dos obras dramáticas de diferentes subgéneros pero con una misma problemática.</p> <p>Las obras a analizar son <i>Jettatore</i>, escrita por el dramaturgo argentino Gregorio de Laferrere (presentación de un visionado con algunas escenas y un pequeño resumen) y <i>El sí de las niñas</i>, escrita por el español Leandro Fernández de Moratín (lectura guiada). Ambas obras presentan el mismo leitmotiv, pero con tramas y caracterización de los personajes muy dispares, que los/as estudiantes deberán analizar para posteriormente organizar un guión de sus propias obras. La proyección de diferentes cortometrajes y el estudio del cortometraje <i>La leche y el agua</i>, les permitirán descubrir multitud de técnicas audiovisuales que crean efecto en el receptor (los planos, los silencios, la música, la luz,...).</p>	<p>Análisis de un texto dramático.</p> <p>Producción escrita: guion cinematográfico</p> <p>(Criteria A, C &amp; D)</p>

Unit Name: Lo misterioso y lo desconocido	
Content	Assessment
<p>Los alumnos descubrirán las características más relevantes del Romanticismo en las literaturas europeas. Para ello es necesario presentar brevemente una descripción sobre el contexto filosófico y literario del siglo XVIII, con especial atención sobre la Ilustración. La unidad está enfocada a analizar los aspectos más importantes del Romanticismo, para ello se presentarán textos procedentes de diferentes literaturas europeas (traducidos al español), de modo que no solamente se analizarán los aspectos temáticos y formales, sino también culturales.</p> <p>Es decir, los alumnos deberán reconocer las elecciones temáticas de los autores, cómo crean tensión, los efectos que causan en el lector dichas elecciones y las influencias históricas o geográficas reflejadas en los textos. Además deberán reflexionar sobre la influencia de este movimiento en otras épocas hasta nuestros días.</p>	<p>Análisis de un fragmento de una obra romántica.</p> <p>Producción de un texto creativo: una leyenda romántica</p> <p>(Criteria A, B &amp; D)</p>

## Coding (Grades 6 - 8)

<b>Unit Name: Introduction to Coding</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this coding class students are introduced to the programming language Python, which has become the most popular language in recent years.</p> <p>We will be starting the year with <a href="#">imagiCharms</a>, which are devices with a matrix of multi-colour pixels that allows the creation of patterns and even animations through Python code. As wearables, they were specifically designed to attract girls into coding, which we would like to achieve here at BIS as well.</p>	<p>The students will produce an assessed journal, in which they will document their learning.</p> <p>There will be at least one project involving the imagiCharms, where students will be assessed on their Python knowledge, communication of their understanding and their creativity.</p>

<b>Unit Name: Applications in Coding</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn in more detail the use of functions, objects, classes and various commands used to harness the power of programming.</p> <p>Projects that students will work on will include quizzes, calculators, drawing images upon programmed instruction.</p> <p>Students will also gain experience in Graphical User Interfaces, creating forms and interactive dialogue boxes including images, command buttons, labels and textboxes. Using pygame, the students will create their own computer games towards the end of the year.</p>	<p>In each project, students will be assessed on their Python knowledge, communication of their understanding and their creativity.</p>

## THEATRE

<b>Unit Name: Let's Get Weird</b>	
<b>Content</b>	<b>Assessment</b>
<p>To develop a positive relationship with one's voice and body is one of the most profound skill sets that a person can learn. This unit is called "Let's Get Weird" because it is a fun and interactive approach to learning voice and body awareness that will be used consistently throughout every unit of this class and in every subsequent theatre course. Here we play with the many ways students can use their voice and communicate through different types of body language. We isolate the skills and then learn how to integrate them all together. Exercises and games are designed to build class cohesion, provide a safe place to take risks, develop voice/body awareness, and teach how to string beats of action together to tell simple stories.</p>	<p>Students will work with a partner to tell a short story with a clear beginning moment, middle action, and final resolution. Each student will decide upon and document which elements of voice and body language they will emphasize in their performance in a way that allows them to effectively present their chosen character to the class audience.</p> <p><i>Arts Assessment Criteria include:</i>            A: Investigating            B: Developing            C: Creating/Performing            D: Evaluating</p>

<b>Unit Name: Yes, and...</b>	
<b>Content</b>	<b>Assessment</b>
<p>In this unit, students will learn and explore the rules and techniques of improvisation. This will be practically explored through a variety of Improvisation techniques starting from constrained acting methods to eventually having open scenes with minimal guidance. During this unit students will develop an understanding of the fundamentals of improv practice, incorporating props into performance, and establishing and using the stage space.</p> <p>Students will practice thinking in the moment then speaking extemporaneously. They will learn to maintain proximity to other actors and the audience, and they will learn to work with a variety of partners for the unique experience and perspective others hold.</p>	<p>Students will create an original improv scene based on a collaboratively established theme. Assessment will take the form of 'in class' presentations. Students will be evaluated on their ability to demonstrate the techniques of improv and to reflect upon their learning process.</p> <p><i>Arts Assessment Criteria may include:</i>            A: Investigating            B: Developing            C: Creating/Performing            D: Evaluating</p>

<b>Unit Name: Tell Me a Story</b>	
<b>Content</b>	<b>Assessment</b>
<p>Students work in small production teams to create original dramatic scenes using the traditional story arc format. The norms of collaboration will be taught and followed for excellent group work dynamics.</p> <p>Students will complete this unit understanding story arc, how to apply it in a performance, and how to work effectively in a collaborative environment.</p> <p>Formatively, 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>This unit will be a further opportunity to develop and refine the voice and body skills learned in the first unit.</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 artistic choices- including the elements of voice/body to be emphasized, the main story arc beats, and the creative elements to be brought into the performance. Each student will be assessed individually based on how effectively they can bring their artistic choices into the performance.</p> <p><i>Arts Assessment Criteria may include:</i>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>

<b>Unit Name: Production Presentation</b>	
<b>Content</b>	<b>Assessment</b>
<p>Theatre is way more than acting. This unit will more explicitly look at the skills related to creating, designing, directing an original theatre piece. Using an artistic intention and audience impact statement students will learn how to plan, schedule, practice, rehearse, and reflect throughout the process of going from page to stage. Students will expand upon their growing collaboration skills to brain storm ideas, apply their designs to stage the script, practice the acting on stage, fix creative ideas that do not work as planned, and present the final performance to a live audience, first formatively, for feedback from their peers, and finally for completion of the unit.</p>	<p>This unit will have assessment components that are evaluated throughout.</p> <p>Part 1- Creation and Design will look at the ability to create an original story idea that has a clear artistic intention and production designs that can bring this vision to life on stage.</p> <p>Part 2- Production development and rehearsal will be where ideas are put into motion and scripts are practiced and learned. This phase will look at how students adapt to challenges, plan rehearsal time, and work together within the provided schedule to complete all tasks.</p>

	<p>Part 3- Performance will be where students have a live performance for an audience. Formatively students will have a dress rehearsal in front of peers for feedback before the final summative performance.</p> <p><i>Arts Assessment Criteria may include:</i>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>
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<b>Unit Name: I've been framed! Intro to Film</b>	
<b>Content</b>	<b>Assessment</b>
<p>This unit provides students an introduction to the fundamental production techniques used in film. Students will bring their design, directing, and acting skills from the theatre perspective and explore how they translate in this different medium. The students will learn the fundamentals incrementally and have several formative skill building opportunities to practice these skills before a more substantial piece is created and filmed for the summative.</p>	<p>The students submit a film and planning document demonstrating their ability to adapt their creative intentions into a final product. Additionally, while each student must film a project, they must also be the actor in at least one other student's project, enabling them to practice their acting skills in the film medium. While this unit is highly collaborative and interactive each student will be assessed on their own level of completion of the task criteria.</p> <p><i>Arts Assessment Criteria include:</i>  A: Investigating  B: Developing  C: Creating/Performing  D: Evaluating</p>

## BAND

<b>Unit Name: Exploring Instrumental Technique</b>	
<b>Content</b>	<b>Assessment</b>
<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"> <li>-Stylistic understanding through musical analysis</li> <li>-Solo and/or ensemble performance</li> <li>-Reflection</li> </ul> <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating/Performing</li> <li>D: Evaluating</li> </ul>
<b>Unit Name: Performance Skills Development</b>	
<b>Content</b>	<b>Assessment</b>
<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"> <li>-Solo/group performance</li> <li>-Audience Impact reflection</li> <li>-Action Plan</li> </ul> <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none"> <li>A: Investigating</li> <li>B: Developing</li> <li>C: Creating/Performing</li> <li>D: Evaluating</li> </ul>



**Unit Name: Score and Music Analysis**

<b>Content</b>	<b>Assessment</b>
<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"><li>-Recording/video of choreography</li><li>-Ensemble performance</li><li>-Scene Blocking Plan</li></ul> <p><i>Arts Assessment Criteria may include:</i></p> <ul style="list-style-type: none"><li>A: Investigating</li><li>B: Developing</li><li>C: Creating/Performing</li><li>D: Evaluating</li></ul>

## **JUNIOR SPORTS LEADERSHIP**

Junior Sports Leadership (JSL) is a class that has the goal of providing students with leadership skills in the context of lectures, group projects, as well as authentic, educationally rich sport experiences. This includes the following features:

The Sports Education Model (SEM): Students will learn sports leadership skills such as effective communication, decision making, conflict resolution, knowledge about rules and regulations while playing and organizing various units of sports. SEM emphasizes student led activities giving the students the opportunity to become competent and enthusiastic leaders in each of the sports they participate in. It is within the SEM that students will assume leadership roles in teams within their assigned sport. The units will be 6 weeks in duration, which will promote in-depth understanding of the sports covered while the students concurrently develop their leadership skills. The JSL class will use a multi-activity method covering 6 different sports over the entire year. This affords the students the opportunity to learn the fundamental skills of each sport and provides the students time to practice their leadership skills.

In class theory presentation. The in-class portion of JSL will involve lectures and activities on the theories of leadership with a focus on practical application. Toward that end, students will undertake activities where they will be able to demonstrate their knowledge of what makes a good leader.

Considering the many aspects of this class, there are various ways in which JSL will enhance students' leadership knowledge and well being.

The students will be graded in two elements for each unit described below. Units covered may include: Volleyball, Floor hockey, Football, Turbo Touch Rugby, Basketball, and Handball.

Grading:

Element one: Will be applied to all of the units/sports

30% of the student's grade will be based on their participation in the unit sport including how well the student assumed a leadership role in the unit sport as well as the following aspects: appropriate behavior, being prepared for class, teamwork, effective communication skills, effort, and sportsmanship, evidenced through their participation. Sports skill levels in the units will not be assessed. Additionally, 20% of their grade will be based on quizzes focusing on the sport's rules and drills.

Element Two: 40% of the student's grade will be based on two written assignments intended to allow the student to demonstrate their practical knowledge of leadership theories.

Additionally, Element 3

30% of their grade will be on quizzes to test the student's specific learning of leadership theories.

## WELLNESS, BODY, AND MIND

<b>Unit Name: Running for our Body and Mind</b>	
<b>Content</b>	<b>Assessment</b>
The WBM running unit focuses on developing both physical fitness and mental resilience. Students engage in various running activities, including sprints, long-distance runs, and relays, to build cardiovascular endurance and muscle strength. The program emphasizes goal-setting, pacing, and proper running techniques. Mindfulness exercises and positive self-talk are integrated to enhance mental stamina and reduce stress. Students track their progress and reflect on their personal achievements. The unit fosters teamwork, discipline, and a growth mindset, encouraging students to persevere through challenges and celebrate their improvements, both individually and as a group.	Knowing and Understanding  Reflecting on Performance
<b>Unit Name: Sport-specific Training</b>	
<b>Content</b>	<b>Assessment</b>
The WBM sport-specific training unit emphasizes goal setting to enhance skills in a chosen sport, such as basketball, soccer, or volleyball. Students begin by identifying personal and team goals, focusing on measurable and attainable objectives. The unit includes drills, scrimmages, and skill-building exercises tailored to the sport, promoting both physical development and strategic understanding. Regular progress assessments help students stay on track and adjust their goals as needed. Emphasis is placed on teamwork, communication, and resilience, fostering a supportive environment. This approach not only improves athletic performance but also teaches valuable life skills in goal setting and perseverance.	Planning for Performance  Performance
<b>Unit Name: Functional Training</b>	
<b>Content</b>	<b>Assessment</b>
The WBM unit on functional training through strength and conditioning focuses on planning for performance and developing a deep understanding of fitness principles. Students learn to create personalized workout plans that include exercises for strength, flexibility, and endurance, tailored to their individual fitness goals. The curriculum covers key concepts such as muscle groups, proper form, injury prevention, and the importance of rest and recovery. Emphasis is placed on understanding how each exercise benefits the body and enhances performance in everyday activities and sports. This unit aims to build a foundation of knowledge and skills for lifelong physical fitness and well-being.	Knowing and Understanding  Planning for Performance

<b>Unit Name: Physical Activity for Mood</b>	
<b>Content</b>	<b>Assessment</b>
<p>The middle school PE physical activity for mood unit focuses on how exercise impacts emotional well-being, emphasizing reflection. Students participate in various activities like yoga, dance, and aerobic exercises designed to elevate mood and reduce stress. After each session, they engage in reflective practices, such as journaling or group discussions, to explore the connection between physical activity and their emotional states. The unit teaches mindfulness and self-awareness, encouraging students to recognize how movement influences their mood. This holistic approach aims to foster a lifelong appreciation for physical activity as a tool for managing emotions and enhancing overall mental health.</p>	<p>Performance</p> <p>Reflecting on Performance</p>