

Community

Integrity

Respect

Responsibility

# Grade 6

## Curriculum Guide



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## English Language & Literature

During MYP 1, students complete four or five units of work in English Language and Literature (ELL). Throughout each unit, students carry out text comprehension exercises, interpret visual information, and produce written text in different formats. In addition, students plan and execute oral presentations and compare and contrast genres and authors. The key concepts of each unit are discussed throughout and a final reflection is carried out, with students considering how they interacted with the key concept and the ATL skills covered in the unit.

Units that may be selected for the year are as follows:

- ***Charlie and the Chocolate Factory* by Roald Dahl:** Students will explore the key concept of Creativity by focusing on the work of a famous author and use this as the basis to create their own 6th ticket winner. This unit has a close tie to Visual Arts, in which their characters are brought to life through stop motion animation. Students will also study newspaper article writing and produce articles based on their ticket winner.
- **Indigenous Stories:** Students learn about various indigenous groups from around the world and some of the stories that form part of their culture. They will turn the stories into playscripts to be performed in a combined unit with Performing Arts.
- **Our Languages:** This unit is a deep dive into the history of languages. Students will be exposed to various historical versions of English (including Shakespeare, Beowulf and Chaucer) and have the chance to explore the history of their own languages.
- **SPAG:** Spelling, punctuation and grammar within the English language is ongoing throughout all units.
- **The Life of Explorers:** Linking to our I&S unit on exploration and survival and the wonderful Kon-Tiki and Fram museums in Oslo, students will learn the necessary skills of diary and biography writing that fits within a specific historical context.

## Norwegian Language & Literature

In MYP Year 1 Norwegian Language and Literature (NLL), units are based on conceptual ideas and the studies require student involvement in developing inquiry questions related to a global context. The learning process also includes attaining, practicing, and mastering identified approaches to learning skills. The assessment of formative and summative learning records the student's level of competence in Norwegian.

**Unit 1 Written, Oral and Visual Communication:** In the NLL first unit, students produce a text, apply all three forms of communication and provide a rationale and stylistic choices in terms of linguistic, literary and visual devices, while demonstrating awareness of impact on an audience. Students will also identify and comment upon significant aspects of texts and identify similarities and differences in features within and between texts.

**Unit 2 Language and Structure in Media Text:** In Unit 2, students produce advertisements. They are asked to employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

**Unit 3 Grammar-A Language About Language:** For Unit 3, students produce written text using appropriate and varied vocabulary, sentence structure and forms of expression. They are expected to use correct grammar, syntax and punctuation. Spell, write and pronounce with accuracy

**Unit 4 Text Analysis:** In the final unit, students are asked to analyze the context and purpose of text in various ways relevant to significance, differences, text features, identity and author/creator choice. Students are asked to justify their opinions and ideas, using examples, explanations and terminology. They will produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process, using details and examples to support their ideas. Their final project is an oral presentation.

## Language & Literature Assessment Criteria

*During Language & Literature (LL) for the MYP Year 1, students are assessed on the following, equally weighted criteria twice per year. When evaluating summative assessments, teachers assign an overall level from 1–8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1–7. See [“MYP Grade Descriptors & Boundaries”](#) on page 28.*

### **Criterion A: Analysing**, Maximum Level: 8

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator’s choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

### **Criterion B: Organizing**, Maximum Level: 8

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

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

### **Criterion C: Producing text**, Maximum Level: 8

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

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

### **Criterion D: Using language**, Maximum Level: 8

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

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

## English Language Acquisition

Students in English Language Acquisition (ELA) develop English skills in the essential processes of listening, reading, speaking and writing. The course is organized into three levels of proficiency spanning six learning phases:

- Emergent Level: Phases 1 – 2
- Capable Level: Phases 3 – 4
- Proficient Level: Phases 5 – 6

Students are assessed and move through the phases of learning until they have gained the necessary skills to participate in English Language and Literature (ELL). Tasks, resources and assessments are differentiated to meet the needs of students in various phases (See [Aims of Language Acquisition](#)).

At times throughout the year, ELA may align with ELL. At those times, both classes are taught together, albeit with differentiated tasks and assessments. Otherwise, ELA is taught as a separate class to ensure the delivery of a bespoke learning programme for each student.

ELA Units for Grade 6 include:

- A novel study of *'Charlie and the Chocolate Factory'*
- Newspaper writing
- Combining role play with storytelling
- Turning indigenous stories into plays
- Ongoing spelling, punctuation and grammar workshops

## Norwegian Language Acquisition

Norwegian Language Acquisition (NLA) is a course for emergent, capable and proficient communicators. It is taught within the MYP framework for Language Acquisition (LA) and in combination with *“Basic Norwegian for Language Minorities”* from the Norwegian national curriculum. The course is organized into three levels of proficiency spanning six learning phases:

- Emergent Level: Phases 1 – 2
- Capable Level: Phases 3 – 4
- Proficient Level: Phases 5 – 6

A student’s phase is determined according to their oral, visual and written Norwegian proficiency. Students intending to remain in Norway on a long-term basis should eventually transfer into Norwegian Language and Literature (NLL).

At times, when deemed pedagogically beneficial, NLA students participate in NLL classes. This decision is based on ongoing evaluation of a student’s language skills by their NLL and NLA teachers. However, students enrolled in NLA are still assessed with Language Acquisition criteria at their level of proficiency. A full transition from Norwegian Language Acquisition to the Norwegian Language and Literature course happens after an evaluation by the NLA/NLL teachers and in dialogue with the student and their parents.

NLA Year 1 units, differentiated for all phases, are as follows:

- Myself, My Family and My Friends
- My Daily Life (including celebrations!)
- The Human Body
- Food
- My clothes
- Syntax and Grammar

## French Language Acquisition

The MYP Year 1 French for Grade 6 aims to introduce and develop students' understanding of the French language and French speaking cultures. It is equally designed to equip students with a skills base for further language learning. Essential processes of listening, reading, speaking, and writing French are covered. These skills are very much interactive and interrelated, though in some instances, teachers may wish to focus on a single area.

In Grade 6 students begin with Phase 1 of the Emergent level (see [Aims of Language Acquisitions](#)). The main source book is entitled French. Students access additional learning resources, too. Vocabulary, grammar, syntax, and pronunciation is covered in all units. French units for MYP 1 in Grade 6 are as follows:

- **Et si on apprenait une nouvelle langue?** *Who am I? Who is my family? Who are my friends? What should we learn to both introduce and talk about ourselves?*
- **Où te sens-tu chez toi?** *Where do I live? How would I describe my home and my city?*
- **Quel est le programme aujourd'hui?** *How do I describe my daily routine, school life, and hobbies? What things do I like?*

## The Aims of Language Acquisition

Language Acquisition is organized into three levels of proficiency spanning six learning phases.

These are as follows:

- Emergent Level: Phases 1 – 2
- Capable Level: Phases 3 – 4
- Proficient Level: Phases 5 – 6

Phases 1-6 represent a developmental continuum of additional language learning as students move through each level of proficiency. Phase 6 aligns with the skill level of a fluent speaker. Depending on a student's prior additional language-learning experiences, students may begin language acquisition in any phase on the continuum and exit from any phase on the continuum.

Assessment to determine language development is ongoing. As a student's proficiency increases in English or Norwegian, they gain the necessary skills to take part in Literature & Language classes. In French, students focus on acquiring skills to become capable communicators. When evaluating summative assessments, teachers assign an overall level from 1-8.

At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. (See "[MYP Grade Descriptors & Boundaries](#)" on page 28). Descriptors of the learning aims for Language Acquisition are as follows:

## Emergent Level: Phases 1–2

*In order to reach the aims of **emergent** language acquisition in English, Norwegian and/or French, students should be able to:*

### **Criterion A: Listening** Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts
- iii. analyse connections between a wide variety of simple authentic texts

### **Criterion B: Reading** Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts.
- iii. analyse connections between a wide variety of simple authentic texts

### **Criterion C: Speaking** Maximum Level: 8

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

### **Criterion D: Writing** Maximum Level: 8

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

## Capable Level: Phases 3–4

*In order to reach the aims of **capable** language acquisition in English, Norwegian and/or French, students should be able to:*

### **Criterion A: Listening** Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- ii. analyse conventions in a wide variety of simple and some complex authentic texts
- iii. analyse connections between a wide variety of simple and some complex authentic texts

### **Criterion B: Reading** Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- ii. analyse conventions in a wide variety of simple and some complex authentic texts
- iii. analyse connections between a wide variety of simple and some complex authentic texts

### **Criterion C: Speaking** Maximum Level: 8

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

### **Criterion D: Writing** Maximum Level: 8

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

## Proficient Level: Phases 5–6

*In order to reach the aims of **proficient** language acquisition in English and Norwegian, students should be able to:*

### **Criterion A: Listening** Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
- ii. analyse conventions in a wide variety of complex authentic texts
- iii. analyse connections between a wide variety of complex authentic texts

### **Criterion B: Reading** Maximum Level: 8

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
- ii. analyse conventions in a wide variety of complex authentic texts
- iii. analyse connections between a wide variety of complex authentic texts

### **Criterion C: Speaking** Maximum Level: 8

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

### **Criterion D: Writing** Maximum Level: 8

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

## Individuals & Societies

Individuals and Societies (I & S) is a combined humanities subject. During the MYP Year 1, Grade 6 students are challenged to know and understand, investigate, communicate and think critically. Students must plan, evaluate and document sources in an appropriate format, and identify bias. Students present information in a range of different formats e.g., maps, timelines, graphs and sketches. Students are also active in note taking and discussions. Each unit concludes with a reflection on the learning process and what has been achieved. The MYP Year 1 units are as follows:

- **An Introduction to Individuals and Societies:** What is an individual? What is a society? Where did they start and why? Students will learn to analyse sources, create bibliographies, form high quality research questions, carry out research and how to organise their thoughts cohesively. We start from the cradles of civilization and venture forth!
- **Looking Behind the Wrapper:** Students will learn about the history of chocolate, from its ceremonial usage in meso-America up to its modern usage as an everyday commodity. Ghana is used as a case study and focus for the development of human and physical geography skills. Ghana's history and culture are also explored, with concepts such as colonialism, workers rights and exploitation being explored. The unit links with English, Mathematics and Visual Arts.
- **Biomes Around the World:** Students will investigate the different biomes that make up our planet and develop an understanding of the interactions between biomes. This includes learning about natural disasters, deforestation and the relationship between humans and the natural world.
- **Exploration and Adventure:** In this exciting unit, students will learn about the lives and exploits of some of Norway's most accomplished (and unfortunate) explorers and how their work impacted the wider world. We will also look at explorers from individual cultures and their legacies. Students will also have the opportunity to develop outdoor survival skills with two experienced outdoorsmen so that they can experience some of the rugged life of explorers for themselves.

## **I & S Assessment Criteria, Year 1**

*During Individuals & Societies (I & S) for the MYP Year 1, students are assessed on the following, equally weighted criteria twice per year. When evaluating summative assessments, teachers assign an overall level from 1–8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1–7. See [“MYP Grade Descriptors & Boundaries”](#) on page 28.*

**Criterion A: Knowing and understanding,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

**Criterion B: Investigating,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

**Criterion C: Communicating,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

**Criterion D: Thinking critically,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

## Mathematics

Mathematics is taught in accordance with the International Baccalaureate MYP Mathematics Guide, which provides an overview of topics suggested for MYP Year 1 in Grade 6. It is largely based on inquiry, where the approach to the subject is through practical work, exploration and associating maths with real world contexts. Mathematical concepts are linked to applications within interdisciplinary units as well as acquisition of skills and approaches within the subject itself. Grade 6 uses two IB accredited math textbooks as well as the IXL platform as a resource for acquiring knowledge and completing extra practice.

Mathematics is assessed according to four criteria:

- Criterion A: Knowing and Understanding
- Criterion B: Investigating Patterns
- Criterion C: Communicating
- Criterion D: Applying Mathematics in Real Life Contexts.

For Criterion A and Criterion C, levelled tests and quizzes are used to assess knowledge of the topic. Inquiry-based assignments, such as investigation exercises, are often used to assess Criteria B, C and D. In addition to classwork and homework, a minimum of two assessments per criterion constitute the basis of summative grades at reporting times.

The content of mathematics in the MYP Year 1 focuses on building knowledge and understanding the following concepts:

- Problem solving using mathematical contexts using the four operations
- Number order and structure of positive and negative directed numbers
- Fractions, Percentage and Decimals
- Algebra and Simplifying of Terms
- Geometry (Angles and Shapes)
- Graphs, Statistics & Probability

## Maths Assessment Criteria, Year 1

*During Mathematics for the MYP Year 1, students are assessed on the following, equally weighted criteria twice per year. When evaluating summative assessments, teachers assign an overall level from 1–8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1–7. See “[MYP Grade Descriptors & Boundaries](#)” on page 28.*

### **Criterion A: Knowing and understanding**, Maximum Level: 8

#### **At the end of MYP year 1 (Grade 6), students should be able to:**

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

### **Criterion B: Investigating patterns**, Maximum Level: 8

#### **At the end of MYP year 1 (Grade 6), students should be able to:**

- i. apply mathematical problem-solving techniques to recognize patterns
- ii. describe patterns as relationships or general rules consistent with findings
- iii. verify whether the pattern works for other examples.

### **Criterion C: Communicating**, Maximum Level: 8

#### **At the end of MYP year 1 (Grade 6), students should be able to:**

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

### **Criterion D: Applying mathematics in real-life contexts**, Maximum Level: 8

#### **At the end of MYP year 1 (Grade 6), students should be able to:**

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

## Science

The objectives of MYP Sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The subject is presented with emphasis on understanding and utilising scientific method as a means of explaining the world around us. Integrating the sciences as a whole lets students understand the core concepts, theories, processes and interconnectivity of the different branches of science, and how their interactions allow for a greater understanding.

Student work is presented in a variety of ways for various criteria. Scientific reports, which is the work one does before performing an experiment, is a particular focus. Students are challenged to inquire, plan and investigate. Reading and writing tasks, posters, discussion, observational records, and use of scientific language are additional opportunities for students to provide evidence for their learning .

During the year the following topics will be taught in Grade 6 Science:

- **Lab Equipment:** Identification and safety guidelines
- **Strength Through Structure:** How can we use our knowledge about forces and physical limitations to construct strong bridges?
- **The Nature of Science:** Principles of science and scientific method, working experimentally, structuring analysis of experimental results and observations
- **Introduction to Chemistry:** Physical and chemical changes in matter, as well as the relationship between matter and energy
- **Robotics and Programming:** Principles of algorithmic thinking and visual programming of microcontrollers
- **Studying the Living World:** Characteristics of life and structure of living organisms, through scientific research in nature.

## Sciences Assessment Criteria, Year 1

*During Science for the MYP Year 1, students are assessed on the following, equally weighted criteria twice per year. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. See "[MYP Grade Descriptors & Boundaries](#)" on page 28.*

### **Criterion A: Knowing and understanding, Maximum Level: 8**

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. interpret information to make scientifically supported judgments.

### **Criterion B: Inquiring and designing, Maximum Level: 8**

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations.

### **Criterion C: Processing and evaluating, Maximum Level: 8**

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

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

### **Criterion D: Reflecting on the impacts of science, Maximum Level: 8**

#### **At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

## Design

### Design

The MYP Design course aims to challenge students to apply practical and creative thinking skills in a variety of design situations. Inquiry and problem solving are at the heart of the subject, and the students learn and apply the design cycle to complete two units of study. The final solutions they create can range from a model, or prototype, a product or system as long as it is one that they have developed and created independently.

All students are expected to be actively involved in the whole design process, rather than just the final solution.

The Year 1 Design units are as follows:

- **Looking Under the Wrapper:** Students will design and create a wrapper for a chocolate bar that reflects and celebrates the country where the cocoa is grown. In this case, the country will be Ghana.
- **Identity and Flag Design:** Students will inquire into how flags are used and represent communities of people. There will be a focus on "Third Country Kids," both the problems they face and the benefits of being from multiple cultures/heritages. Students will then design and sew a flag for a community that doesn't have one.

## Design

### Design Assessment Criteria, Year 1

*During Design for the MYP Year 1, students are assessed on the following, equally weighted criteria twice per year. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative levels on reports are assigned 1-7. See [“MYP Grade Descriptors & Boundaries”](#) on page 28.*

#### **Criterion A: Inquiring and analysing,** Maximum Level: 8

##### **At the end of year MYP Year 1 (Grade 6), students should be able to:**

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of one existing product that inspires a solution to the problem
- iv. present the main findings of relevant research.

#### **Criterion B: Developing ideas,** Maximum Level: 8

##### **At the end of year MYP Year 1 (Grade 6), students should be able to:**

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

#### **Criterion C: Creating the solution,** Maximum: 8

##### **At the end of year MYP Year 1 (Grade 6), students should be able to:**

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

#### **Criterion D: Evaluating,** Maximum: 8

##### **At the end of year MYP Year 1 (Grade 6), students should be able to:**

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

## Visual Arts

For the MYP Year 1 Visual Arts program, students sketch and plan in their arts process journals, produce a final piece of art work, complete a well researched written piece of work with source citation, and record ongoing reflections about their art making process and outcomes. Visual Arts is assessed using the four criteria as outlined by the IB. In MYP Arts the process used to create art work, and the ability to demonstrate creative thinking, are as important as the final artwork itself. Students' artistic skills during Year 1 are typically at the "novice stage."

MYP Year 1 Visual Arts students complete two units of work as follows:

### **Kente and Other Forms of Ghanaian Patterns:**

In this integrated unit, students combine visual art with their learning in Individuals & Societies to examine historical patterns historically used in Ghana. Specifically in visual arts, students will focus on the patterns found in *Kente* fabric and use them as inspiration while taking part in printmaking.

### **Stop Motion Animation:**

This is an integrated unit combining visual art and English language and literature. Students create stop motion animations of book scenes and/or their own writing. In small groups, students learn about the process of stop motion, create storyboards and plans, discover how armature is used in claymation, determine scale and explore how scale modelling brings an element of realism to an animation, The project ends with filming, editing, and distributing their short film for viewing.

## Performing Arts

During Year 6, the students will go on a journey through the performing arts, giving them the foundation of performance skills and introducing them to the importance of music in performances. Performing Arts is assessed using the four criteria as outlined by the IB. The process involved in the creation of pieces is as important as the final product and this process will be assessed. Assessment tasks will often be practical performance work, but written tasks will also inform part of the assessment. Students' performance skills during Year 1 are typically at the "novice stage."

MYP Year 1 Performing Arts students complete the following units of study:

- **Introduction of Dramatic skills:** Students will have an introduction to some key drama techniques, such as mime, tableaux and narration.
- **Charlie and The Chocolate Factory Character Creation:** Students will be creating their own characters in English and using them in performing arts to practice improvisation skills while in character.
- **Norwegian Culture Through Creative Performance:** Students will be focussing on Norwegian music. Through analysing different styles of Norwegian music and beginning to understand how music is created.
- **From Pages to Performance:** Students will be creating scripts based on indigenous stories from around the world and perform them in groups.

## Arts Assessment Criteria, Year 1

For Arts for the MYP Year 1, the “novice stage,” students are assessed on the following, equally weighted criteria twice per year. When evaluating summative assessments, teachers assign an overall level from 1-8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1-7. See “[MYP Grade Descriptors & Boundaries](#)” on page 28.

**Criterion A: Investigating,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6) Novice stage, students should be able to:**

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

**Criterion B: Developing,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6) Novice stage, students should be able to:**

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

**Criterion C: Creating/Performing,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6) Novice stage, students should be able to:**

- i. create or perform an artwork.

*Note: The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. The increase in sophistication of skills is determined by the skill set developed through each unit, over the years of study.*

**Criterion D: Evaluating,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6) Novice stage, students should be able to:**

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

## **Physical and Health Education**

During the MYP 1 year for Physical and Health Education (PHE), students are active in activities and sports which encourage student collaboration, leadership and self-reflection.

PHE units of study for Grade 6 promote knowledge acquisition and skill progression in areas of aesthetic movement and athletic skills. Other areas of focus may also include: coming to class prepared, behaviour, sportsmanship, collaboration, engagement, effort, skill acquisition and development.

Assessment of some criteria will be completed using oral presentations and/or written assignments. Performance may include developing skills such as accuracy, timing, coordination, efficiency, control, speed and the use of personal space and flow. Weekly reflections and adjustments may be necessary in order to discover ways to improve skills in the areas of focus

### **The following topics may be taught during the Grade 6 year**

- Basketball
- Ultimate frisbee
- Handball
- Kickball
- Badminton
- Movement games, such as *Capture the Flag*

## Physical and Health Education Assessment Criteria, Year 1

*During Physical and Health Education (PHE) for the MYP Year 1, students are assessed on the following, equally weighted criteria twice per year. When evaluating summative assessments, teachers assign an overall level from 1–8. At report times, in January and June, all evidence a student has provided for each criterion is considered. Summative grades on reports are assigned 1–7. See [“MYP Grade Descriptors & Boundaries”](#) on page 28.*

**Criterion A: Knowing and understanding,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

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

**Criterion B: Planning for performance,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. identify goals to enhance performance
- ii. construct and outline a plan for improving physical activity and health.

**Criterion C: Applying and performing,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

- i. recall and apply a range of skills and techniques
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

**Criterion D: Reflecting and improving performance,** Maximum Level: 8

**At the end of MYP Year 1 (Grade 6), students should be able to:**

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

## Interdisciplinary Teaching & Learning in the MYP

One of the key features of the MYP is its focus on interdisciplinary teaching and learning. Students demonstrate interdisciplinary learning when they bring together concepts or knowledge from several subjects (disciplines) to show new understandings or solutions that would have not been possible through the study of a single subject. This is beneficial to students as it allows them to use knowledge to foster new understandings and develop flexible thinking. Additionally, interdisciplinary study develops collaboration and teamwork and gives students a holistic approach to studying real life issues and ideas.

Every MYP year group completes at least one interdisciplinary unit (IDU) for specialised, in-depth study, and this week is called "IDU Week". The year group works solely on this unit for several days, often participating in day trips and attending special events with experts. Students present their final products to the school community at the conclusion of the IDU Week. IDU's are evaluated with specific interdisciplinary assessment criteria as follows:

- Criterion A - Evaluating
- Criterion B – Synthesizing
- Criterion C – Reflecting

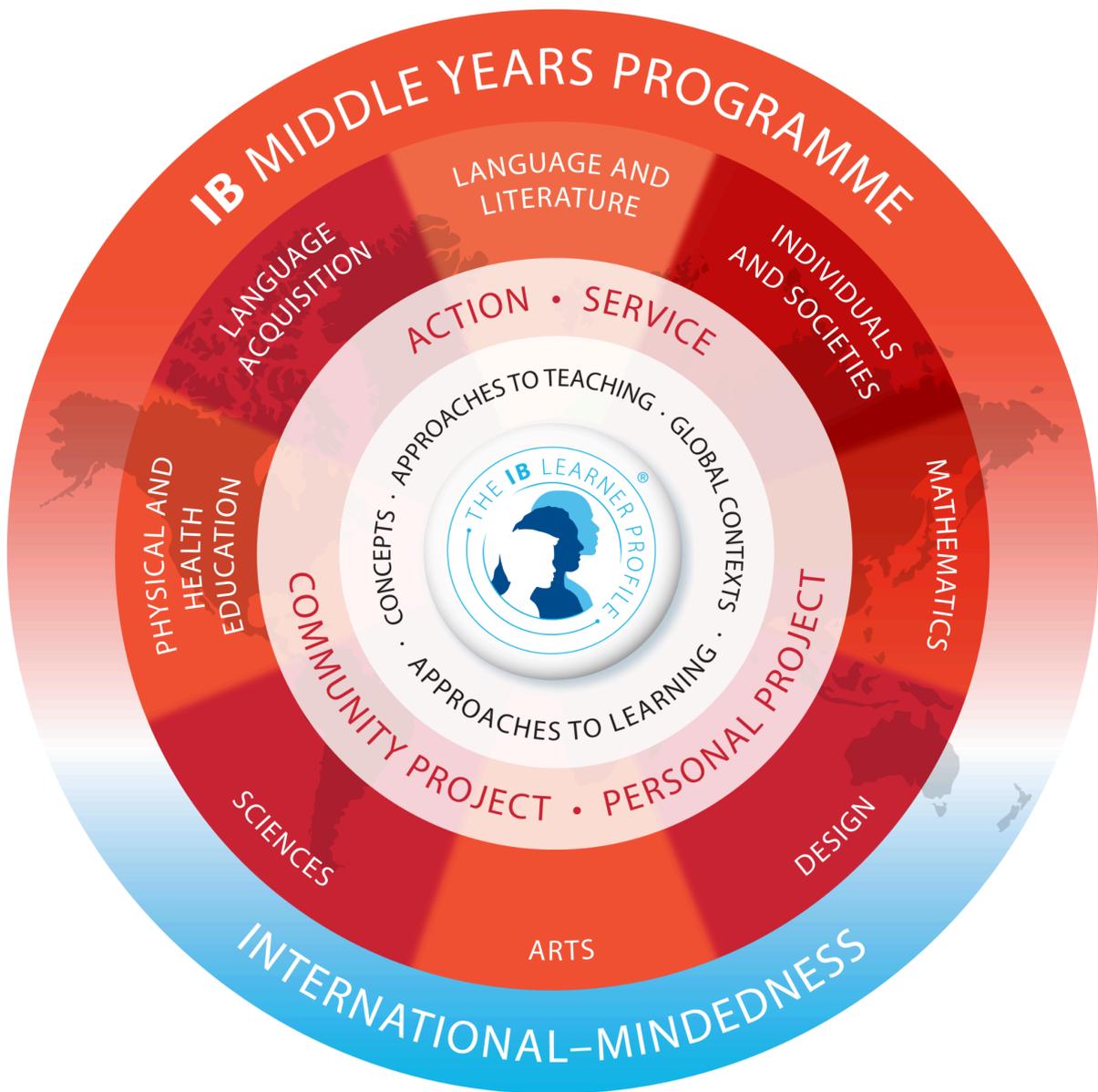
Assessment criteria are differentiated for Grade 6, grades 7-8, and Grades 9-10. Achievement levels for IDU are recorded on the term report cards, depending on the term in which IDU week is held. The Grade 6 IDU is as follows:

<b>Grade</b>	<b>Unit and Summary</b>	<b>Integrated Subjects</b>	<b>Global Context</b>
6	<b>"Roots"</b> Students create a cookbook with recipes from students' heritages.	Individuals & Societies, English, Norwegian, and Design	Identities and Relationships

## MYP Grade Descriptors & Boundaries

Students receive reports in January and June. MYP grades are calculated by adding together the four criteria levels for each subject, or the three criteria for the Interdisciplinary Unit. Grade boundaries are described here:

Grade	Boundary Guideline	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or reactive thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work on 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 with support.
6	24-27	Produces high-quality work, 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.





# IB learner profile

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

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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





