

Community

Integrity

Respect

Responsibility

Grade 7 & 8

Curriculum Guide

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English

During MYP 2 (Grade 7) and MYP Year 3 (Grade 8), students focus on both module and cross-curricular units in Language and Literature. Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format. Students will carry out text comprehension exercises, interpretation of visual information and produce written pieces in different formats, plan and execute oral presentations and compare and contrast genres and authors.

Suggested units will be from the following lists:

Grade 7

- **Author Study**

In this unit, students explore the life and literary works of an author of their choice (for example, Roald Dahl or Astrid Lindgren). They will analyse two of the author's books, ensuring that the texts are not from the same series. As a creative extension, students will write a new chapter for one of the author's existing novels, demonstrating their understanding of the writer's style, tone, and themes.

- **Norwegian Culture**

In this unit, students explore key aspects of Norwegian society, with a particular focus on the arts and literature. Through this study, both native and non-native students will gain a deeper understanding and appreciation of the culture and context of the country in which they live.

- **Wonder**

Students study *Wonder* by R.J. Palacio and explore the theme of growing up as someone who is perceived as different from societal norms. Through reading, discussion, and creative response, students examine issues such as empathy, kindness, acceptance, and the challenges of inclusion. The unit encourages reflection on personal identity and social responsibility, helping students to consider how individuals and communities can celebrate difference and promote understanding.

Grade 8

- **Autobiography**

In this unit, students explore a range of biographical and autobiographical writing to understand how writers represent their own lives and experiences. Using these texts as inspiration, students will plan and write their own autobiographical piece, reflecting on significant moments and personal growth.

- **Do Women Rule the World?**

This unit examines the role and representation of women throughout history, using literary examples such as *Pride and Prejudice* and *The Taming of the Shrew*. Students will analyse and compare these portrayals with modern perspectives on gender and equality, developing their critical understanding of how women's roles have evolved over time.

- **Crime Unit**

In this unit, students study *The Curious Incident of the Dog in the Night-Time* and explore the conventions of the crime genre. They will also examine the work of both Norwegian and international crime writers, using these as inspiration to craft their own original crime stories.

- **Do You Believe in Magic?**

Students will explore a variety of fantasy and magical texts, analysing how authors build imaginative worlds and create a sense of wonder. Drawing on these examples, students will invent their own magical stories, developing skills in world-building, character creation, and narrative structure.

Norwegian

In MYP Year 2 & 3, Norwegian Language and Literature units are based on conceptual ideas. Units require students' involvement in making inquiry questions related to a global context. The learning process also includes attaining, practising, and mastering identified approaches to learning skills.

Grade 7

- **Understanding Literature:** Study a novel and look at the literary elements in a fiction book: theme, characters, setting, turning points. Discuss and understand how literature affects ourselves and others.
- **Animation in Cultural Context:** Compare animations from two different cultural contexts and analyse how filmmakers/authors use cultural conventions and their personal perspective in their productions in order to find out how this affects the way we interpret and understand texts.
- **Read Between the Lines:** Study how short stories are a source of communication on topics that affect our understanding of ourselves and our relationship with other people.
- **Texts Without Borders:** Study how forms of communication in a digital media dissolve traditional boundaries between texts.

Grade 8

- **The Concept of National Language and Culture:** Investigate and study whether the Norwegian language and culture are constructions of a romantic and national romantic idea that can still be traced in contemporary society.
- **Text, Form and Time:** A study of four literary texts from the Enlightenment to find out how literature is shaped by its own time.
- **Literary Heritage:** Study traditional and modern fairy tales. Gain an understanding of the Norwegian fairy tale culture and compare it to other cultures.
- **Poetry:** Study different kinds of poetry. Practice reading, analysing and writing poetry. Gain an understanding of how poetry is a source for communication and how it affects ourselves and others.

Language & Literature Assessment Criteria, Year 3

Students are assessed on the following, equally weighted MYP 3 criteria twice per year in both MYP 2 and MYP 3. 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 3 (Grade 8), students should be able to:

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

Criterion B: Organizing, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and 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 3 (Grade 8), 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

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 learning programme appropriate to the students acquisition phase.

MYP Year 2, Grade 7

- **Spelling, punctuation and grammar** - This is built into the units to cover material based on the individual needs of the students.
- **Who Am I?** - A unit looking into what makes us individuals and explores interests, hobbies, and experiences. It covers vocabulary used in everyday life, as well as building on conversation skills. Students will work on their listening and speaking skills through conversation practice and role play.
- **Legends, Landscapes and Life in Norway** - A unit that looks at Norwegian traditions and cultural elements in Norway to enhance students' understanding of Norwegian life. Students also read basic Norwegian stories and folklore. They work on applying adjectives to describe various artworks, such as paintings and images from Norway. They begin to use their creative skills to write a story with a focus on using adjectives.
- **Wonder** - In this unit students read the modified Penguin Readers version of Wonder written by R.J. Palacio. This book introduces the themes of empathy and friendship. Students will read the book and build on their comprehension skills to analyse characters and create summaries of what they have read.

MYP Year 3, Grade 8

- **Spelling, punctuation and grammar** - this is built into the units to cover material based on the individual needs of the students.
- **Autobiography** - In this unit, students explore a range of biographical and autobiographical writing to understand how writers represent their own lives and experiences. Using these texts as inspiration, students will plan and write their own, simple, autobiographical piece.
- **Do Women Rule the World?** - This unit examines the role and representation of women throughout history. Students will choose an inspirational woman and write a portrait of her. This essay should demonstrate the impact that woman had during her time period.
- **Crime Unit** - In this unit, students study *The Curious Incident of the Dog in the Night-Time* and explore the conventions of the crime genre. They will also examine the work of both Norwegian and international crime writers, using these as inspiration to craft their own original crime stories.
- **Do You Believe in Magic?** - Students will explore a variety of fantasy and magical texts, analysing how authors build imaginative worlds and create a sense of wonder. Drawing on these examples, students will invent their own magical stories, developing skills in world-building, character creation, and narrative structure.

Norwegian

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.

Year 2 units, differentiated for all phases:

- Myself, My Family and My Friends – all phases
- Music – all phases
- Norwegian Folk Tales – all phases
- Shopping – all phases

Year 3 units for phases 1-2 are as follows:

- Ny i Norge - this is an introductory unit for those that are completely new to the language. Students will focus on how to present themselves, how to talk about time (days, months, seasons, the clock) and will learn numbers and the Norwegian alphabet.
- Mat og matvaner - In this unit students will explore the differences of food choices in Norway compared to their home country. They will share recipes in their own cookbook written in Norwegian.
- Familie - Students will learn about family members and family trees. They will be able to present their own family but will also be able to talk about famous people and their family trees.
- Hobby og fritid - Students will in this unit focus on listening skills and will watch different videos about kids and their hobbies. They will also learn how to talk about their own hobbies and give a presentation about it.
- God tur! - This unit is focusing on travelling and talking about holiday plans, using the future tense.

Year 3 units for phases 3-5 are as follows:

- God tur! - In this unit students will focus on writing reviews about famous tourist attractions.
- Eventyr - Students will learn how to form the past tense in Norwegian by reading fairytales. They will then write their own adaptation of a famous Norwegian folk tale "De tre Bukkene Bruse".
- Det flerkulturelle Norge - Students will focus on minorities in Norway and their influence on Norwegian culture.

Year 3 all phases:

- Reading books - all phases. The students are regularly invited to go to the library and choose a book that matches their level in Norwegian. They are encouraged to read throughout the year.

French

The French language acquisition in MYP 2 and MYP 3 is a course for emergent, capable and proficient communicators. In the context of the language acquisition subject group framework, to be multiliterate is defined as being able to understand and use print-based and digital, spoken, written and visual text. It is taught within the MYP framework for language acquisition and the objectives will be to enable students' understanding of the new language through learning language, learning through language, learning about language.

Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to a particular age group or MYP years and the teacher will need to decide the most suitable phase in which to place individual students or a group of students (see [Aims of Language Acquisitions](#)).

The main source book is entitled *French Language Acquisition for the IB MYP*. Students access additional learning resources, too. Vocabulary, grammar, syntax, and pronunciation is covered in all units.

Grade 7, emergent level group (phases 1-2):

- Decris-toi! Physical description and psychological portrait of a person
- Chez moi: speaking about space: my home, my city; directions.
- Quel est le programme aujourd'hui? Talking about daily activities and routines; time.
- Quels sont tes loisirs? Discussing hobbies and interests

Grade 8, emergent level group 2 (phases 1-2):

- Quelle est mon identité culturelle? Who am I ? Speaking about myself and my immediate environment.
- Ma ville et ma maison : Where do I live? Speaking about space: my home, my city; directions.
- A quoi sert l'école? Communicating about school life and reflecting on the purpose of school. God tur! – In this unit students will focus on writing reviews about famous tourist attractions.

Grade 8, emergent/capable level group 1 (phases 2-3):

- La Ville – Speaking about space: my city; directions.
- Pourquoi faire la fête? Speaking about holidays and celebrations through the year, cultural differences.
- A quoi sert l'école? Speaking about school life and education, daily routine.
- Qu'est-ce que tu aimes manger? How can food represent a country's culture and identity?

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 is a course that is dedicated to the exploration of human societies in an integrated and exploratory manner. Students study religion, geography, the arts, philosophy, ethics, and history. By the end of the year, the students of I & S should be more confident readers, writers, and thinkers.

Each unit of work will require students to plan, use, evaluate and document sources using the appropriate format and identify bias, present information in a range of different formats eg. maps, timelines, graphs and sketches. Students will also be required to be active in note taking and discussions. Each unit will conclude with a reflection on the process and what has been achieved.

MYP 2, Grade 7:

- **Democracy in Action:** Students learn about the Norwegian democratic system and the major Norwegian political parties. They will also learn about and reflect over voting rights in different Norwegian elections.
- **Christianity and the Transformation of Norway:** In this unit, students will learn about the adoption of Christianity as Norway's official religion and how this has developed over time. They will examine how belief systems shape national identity and cultural traditions, and the relationship between belief systems and political power.
- **Medicine Through Time:** In this unit, students will learn about some of the key changes in medicine and health and about factors that led to the improvement of health and medical practice over time.
- **Conspiracy and Identity:** In this unit, students will explore the role of social media in the dissemination of misinformation and how to protect themselves in the modern digital age.
- **Extreme Weather Responses and Reactions:** In this unit, students will examine different forms of extreme weather and explore, discuss and evaluate possible reactions.

MYP 3, Grade 8:

- **Democracy in Action:** Students will learn about the Norwegian democratic system and the major Norwegian political parties. They will also learn about and reflect over voting rights in different Norwegian elections.
- **Influential Women:** Understanding power and legacy: In this unit, students will learn about and research women who have been influential in various ways and in various contexts. This will be an entry point into examining the concepts of influence, power, and change, as well as how different contexts offer different opportunities for making change.
- **Forging Nations:** In this unit, students explore how nations are built, sustained, and challenged over time through historical and contemporary case studies. They will also reflect on whether nationalism is a unifying or divisive force in today's interconnected world.
- **Age of Exploration or Age of Exploitation?** In this unit, students explore how scientific and technical innovations shaped the Age of Exploration. They will investigate the motivations, journeys, and encounters of explorers, while evaluating the impact on indigenous peoples and global connections. By questioning whether this era should be remembered as one of exploration or exploitation, students will evaluate multiple perspectives and consider how innovations can both expand opportunities and create inequalities.

I & S Assessment Criteria, Year 3

Students are assessed on the following, equally weighted MYP 3 criteria twice per year in both MYP 2 and MYP 3. 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 3 (Grade 8), students should be able to:

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

Criterion B: Investigating, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

Criterion C: Communicating, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

Criterion D: Thinking critically, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

Mathematics

Mathematics is taught in accordance with the International Baccalaureate MYP Mathematics Guide, which provides an overview of topics suggested for MYP Years 2 & 3I in Grades 7 & 8. 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. Two IB accredited math textbooks are used as well as the IXL platform as a resource for acquiring knowledge and completing extra practice. Units are as follows.

MYP 2, Grade 7

- **Graphs, Statistics & Probability** - Develop skills in organizing and displaying data effectively and using graphs to communicate mathematical ideas clearly. Help students develop analytical skills and understand how data informs decisions in real-world contexts. Develop a sense of likelihood and equip students to reason about chance in a variety of contexts.
- **Rates, Ratio and Proportions** - Develop an understanding of comparative reasoning and how quantities relate to each other. Help students connect mathematical relationships to real-life applications and develop proportional reasoning. Develop fluency in identifying and solving proportional relationships, strengthening students' ability to reason multiplicatively rather than additively.
- **Algebra and Equations** - Develop abstract thinking and the ability to model real-world situations using symbolic representations and generalized relationships. Strengthen problem-solving and reasoning by enabling students to represent and solve unknowns systematically and interpret the results in context.
- **Geometry** - Develop spatial reasoning and the ability to visualize and represent geometric relationships. Strengthen measurement and problem-solving skills using geometric concepts. Connect geometric ideas to real-world contexts, such as design, architecture, and nature.

MYP 3, Grade 8

- **Number** – Identifying and representing rational numbers, evaluating negative and zero exponents, simplifying expressions with exponents, representing and using scientific notation.
- **Triangles** – Solving problems involving right angle triangles with Pythagoras Theorem, identify similarity and congruence in shapes, introduction to trigonometric ratios and applications in context
- **Linear Relationships** – Representing relationships in different ways, identifying y-intercepts and gradients, methods for graphing linear relationships, understanding parallel and perpendicular lines, and applying mathematical strategies to solve problems using linear models.
- **3D Shapes** – Calculating surface area and volume of 3-dimensional shapes involving cylinders, pyramids, cones and spheres, applying mathematical strategies to solve problems in 3D shapes.
- **Bivariate Data** – Representing data using scatter graphs, identifying lines of best fit, calculating Pearson Correlation Coefficient, analysing data drawing conclusions, using of ICT for data analysis and representation
- **Geometric Transformations** – Transforming figures by rotation, reflection, translation and dilation. Analysing defining features for shapes to tessellate, apply mathematical strategies to solve problems involving transformations, similarity and congruency. Creating tessellations
- **Linear systems** – Solving more complex multi step algebraic equations, representing and classifying systems of linear equations, investigating methods for solving systems of equations and applying strategies to solve problems using systems of equations to help in decision making.

Maths Assessment Criteria, Year 3

Students are assessed on the following, equally weighted MYP 3 criteria twice per year in both MYP 2 and MYP 3. 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 3 (Grade 8), 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 3 (Grade 8), students should be able to:

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

Criterion C: Communicating, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

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

At the end of MYP Year 3 (Grade 8), students should be able to:

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

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 report writing is a particular focus. Students are challenged to inquire, plan and investigate. Additionally, students provide evidence of their learning through reading and writing tasks, presentations, discussion, observation and analysis, as well as through practical, analytical, and theoretical investigations, and the use of scientific language. The topics for each grade year are as follows:

MYP 2, Grade 7

- **Forces Make the World Go Round** - Forces and motion, distance/time/velocity, unbalanced and balanced forces, what is gravity
- **Atoms, Elements, Compounds and Mixtures** - States of matter, chemical reactions, reactivity series, periodic table, tests for oxygen and hydrogen, simple chemical equations
- **Who Are We?** - DNA and inheritance, variation, genes, basic characteristics of cells and cell biology, genetic patterns
- **What Does a Wave Tell Us?** - Water waves, light waves, reflection and refraction, how we see, colour, sound, hearing, energy waves
- **Acids and Alkalis** - Definition of acid/alkali/base, pH Scale, Neutralisation reactions, making salts, reacting metals and acids
- **Rocks and Plate Tectonics** - Types of rocks, the rock cycle, the structure of the Earth, effects of plate tectonics on humans

MYP 3, Grade 8

- **Scientific Method: Models in Science** – History and development of scientific models and their importance for progression and common understanding of science
- **Periodic Table and Atomic structure** – Properties of the elements and organisation of the periodic table, atomic theory principles
- **Inorganic Chemistry** – Chemical bonding, experimental crystallisation of chemical salts
- **Human Biology I: Body Systems** – Organization of the human bodily systems and their interactions. Dissection activity on model organisms/organs.
- **Human Biology II: The Reproductive System and Sexual Education** – Sexual development and anatomy, sexual health and ethics
- **Forces and Motion** – Theoretical principles, calculations and practical experimentation related to velocity, acceleration and Newton's laws of motion
- **Smart Greenhouse** – Solving simple problems related to plants, by using robotic sensors, prototyping and programming.

Sciences Assessment Criteria, Year 3

Students are assessed on the following, equally weighted MYP 3 criteria twice per year in both MYP 2 and MYP 3. 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 3 (Grade 8), students should be able to:

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

Criterion B: Inquiring and designing, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

Criterion C: Processing and evaluating, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

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

At the end of MYP Year 3 (Grade 8), students should be able to:

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

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.

Year 2, Grade 7:

- **Band Meeting!** In this integrated unit with Visual Arts, students investigate artists and printmaking processes for merchandising for promotional campaigns. The final project is a lino cut that can be used for the production of multiple images on paper and/or textiles.
- **Sci Fi Stagecraft** Students will learn and apply elements of stagecraft in the creation of set design using two and three dimensional creations. This unit is integrated with Visual Art, and artwork will include scenery painting using one and two point perspective and sculpture. The challenge will be to make over traditional stage sets with scenery and props influenced by the genre of science fiction. Tasks will include research into plays and technical theatre, how to design a scale model, and painting techniques and critique.

Year 3, Grade 8:

- **Game On!** Students create an innovative board or digital game for a market, enhancing accessibility of the end-user. Games should incorporate elements of geography, communication, geometry and adventure.
- **Integrated Product Packaging** Students will design a toy that is self packaged to encourage games and social interaction across cities. A particular focus will be on the use of sustainable materials in product/package development.

Design

Design Assessment Criteria, Year 3

Students are assessed on the following, equally weighted MYP 3 criteria twice per year in both MYP 2 and MYP 3. 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 MYP Year 3 (Grade 8), students should be able to:

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

Criterion B: Developing ideas, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

Criterion C: Creating the solution, Maximum: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

Criterion D: Evaluating, Maximum: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

- i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

- ii. explain the success of the solution against the design specification
- iii. describe how the solution could be improved
- iv. describe the impact of the solution on the client/target audience.

Visual Arts

For the MYP Year 2-3 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 MYP Years 2-3 are typically progressing towards the "intermediate stage."

MYP Year 2, Grade 7 Visual Arts students complete two, integrated units as follows:

- **Band Meeting!** In this integrated unit with Visual Arts, students investigate artists and printmaking processes for merchandising for promotional campaigns, in particular, pop art. The final project is a lino cut that can be used for the production of multiple images on paper and/or textiles. The unit is integrated with design to include aspects of graphic design, particularly composition and typography.
- **SciFi Stagecraft** Students will learn and apply elements of stagecraft in the creation of set design using two and three dimensional creations. The artwork will include scenery painting using one and two point perspective and sculpture. The challenge will be to make over traditional stage sets with scenery and props influenced by the genre of science fiction. Tasks will include research into plays and technical theatre, how to design a scale model, and painting techniques and critique.

MYP Year 3, Grade 8 Visual Arts students complete three units as follows:

- **Surrealism - Drawing & Painting:** Students explore Surrealism and analyze a chosen painting from one of the main artists from this art movement. They explore ways of creating art, not only to make representations of something real, but letting their creativity steer the process.
- **Sculpt It:** This unit is a focus on expressing relationships and boundaries through sketching and making sculptures. It is part of a broader interdisciplinary unit in Grade 8 for sex and health education.
- **Propaganda with Mixed Media:** In this unit, students learn about propaganda art from around the world and during different eras. They develop ideas for a final propaganda poster within the global context Fairness and Development.

Performing Arts

During MYP Years 2 and 3, units of study follow a format that is typical throughout MYP Years 1, 2, and 3. Using improvisation and devising as the key tools we will look at a narrative that explores a range of issues through the mediums of Performing Arts to gain a deeper understanding of these issues. At the same time, an appreciation of the art forms will be developed, and a range of specific skills related to the art forms will be explored and mastered in each Unit. Generally, we are aiming to make our work believable and sustained.

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 Years 2–3 are typically progressing towards the “intermediate stage.”

MYP Year 2, Grade 7 Performing Arts students complete the following units of study:

- **Practitioners** – In this unit, students are introduced to three influential theatre practitioners: Konstantin Stanislavski, Bertolt Brecht, and Joan Littlewood. They will explore each practitioner's unique approach to performance, examining contrasting techniques such as naturalism, epic theatre, and ensemble-based social realism. Through practical workshops and short performances, students will experiment with these styles, reflect on their effectiveness, and begin to develop their own creative voice as performers and theatre-makers.
- **The Oscars** – This interdisciplinary unit runs simultaneously across Grades 7–10. Students will work collaboratively to recreate scenes or short films inspired by well-known movies such as Home Alone 2 or Back to the Future. They will be assessed across all four MYP Performing Arts criteria—knowledge and understanding, skills, creativity, and reflection. The unit culminates in a celebratory “Oscars Assembly,” where the films are showcased and achievements are recognised.
- **Composition Unit** – Working in small groups, students will compose and perform their own original pop songs, focusing on both lyrics and musical arrangement. They may use the school's instruments or bring their own. Throughout the process, students will learn about song structure, melody, harmony, rhythm, and performance techniques, developing both their musical creativity and collaborative skills.

MYP Year 3, Grade 8 Performing Arts students explore the following topics:

- **Digital age storytelling** - Short-form storytelling, trends, parody, and creativity in digital culture.
- **Music video creation** - Students will work in groups to create their own music video! They will pick a school-appropriate song (or a section of one), storyboard your ideas, rehearse, film, and edit it into a final piece. They will learn how music, movement, and visuals come together to tell a story or create a mood.
- **The Oscars** - A relatively long unit taught simultaneously in grades 7-10, the classes will recreate films of their choice, e.g. Home Alone 2 or Back to the Future. They will be assessed in all 4 criteria and we will celebrate the films at an assembly.

Arts Assessment Criteria, Year 3

For Arts for the MYP 2 and MYP 3 “intermediate stage”, students are assessed on the following, equally weighted MYP 3 criteria twice per year in both MYP 2 and MYP 3. 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 3 intermediate stage (Grade 8), 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 3 intermediate stage (Grade 8), 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 3 intermediate stage (Grade 8), 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 3 intermediate stage (Grade 8), 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 2 and MYP 3 years 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 promote knowledge acquisition and skill progression in areas of aesthetic movement and athletic skills.

PHE classes occur at one of the two external sports facilities used by ISB. Students must be prepared with proper indoor/outdoor footwear as well as athletic clothing such as t-shirts, shorts, track pants, yoga/exercise pants. Boots, jeans, skirts ect. are not appropriate. Showering is also recommended and additional time at the end of class will be given to students who require it.

Units of study are typically 6 - 7 weeks. 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 7 and Grade 8 years:

- Baseball
- Roundnet / Spikeball
- Ultimate Frisbee
- Basketball
- Badminton
- Health and Fitness knowledge and training / Gymnastics
- Volleyball
- Floor Hockey (Innebandy)

Physical and Health Education Assessment Criteria, Year 3

Students are assessed on the following, equally weighted MYP 3 criteria twice per year in both MYP 2 and MYP 3. 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 3 (Grade 8), students should be able to:

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

Criterion B: Planning for performance, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

Criterion C: Applying and performing, Maximum Level: 8

At the end of MYP Year 3 (Grade 8), students should be able to:

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

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

At the end of MYP Year 3 (Grade 8), students should be able to:

- i. Describe and demonstrate strategies to enhance interpersonal skills
- ii. Explain the effectiveness of a plan based on the outcome
- iii. Explain and 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:

Grade	Unit and Summary	Integrated Subjects	Global Context
7	The Franchise: Through this unit, students will develop skills in storytelling, creativity, collaboration, performance, and persuasive communication, while also learning how different art forms and disciplines can work together to create a larger cultural product.	Visual and Performing Arts, Language and Literature	Personal and Cultural Development
8	The Face of the Other: Students will inquire on how self expression constructs (influences, shapes) the narrative of the other. They will further consider if narratives of global interaction are affected by self-expression, and if this has consequences for our civic responsibility as global citizens.	Visual Art, Language and Literature, French	Fairness and Development

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.



