Grade 6

Curriculum Guide

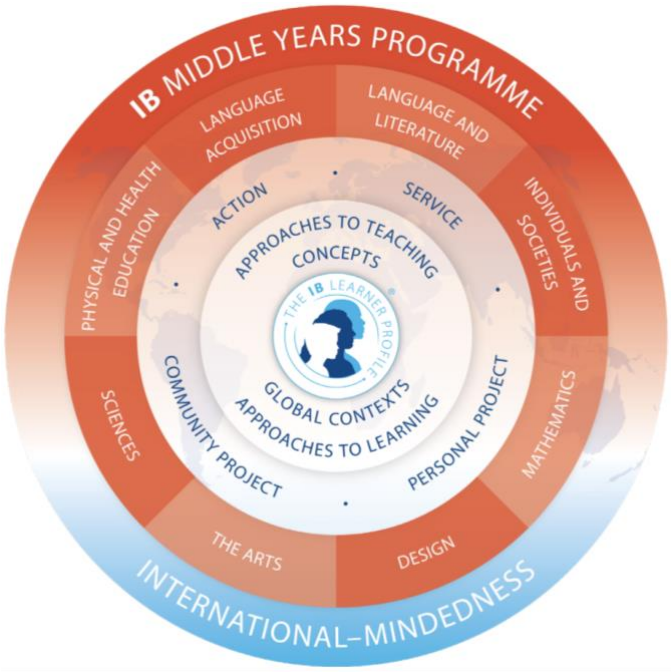
2026 - 2027

Bonn International School

Programme Information **1**
Community Engagement | Service as Action 5
Approaches to Learning 5
Assessment **6**
Assessment Criteria and MYP Command Terms 6
Reporting Final Achievement Levels 6
Language and Literature **8**
English 8
German 10
Language Acquisition **13**
English (Phases 1 and 2) 13
English (Phases 3 and 4) 15
German, French and Spanish 17
German 1 (Phase 1a) – "Emergent" Level 18
German 2 (Phase 1b) – "Emergent" Level 20
German 2 (Phase 2) – "Emergent" Level 21
German 3 (Phase 3/4) – "Capable" Level 22
Spanish (Phase 1) 25
French (Phase 1) 27
Mathematics **29**
Sciences **31**
Individuals and Societies **33**
Physical and Health Education **35**
Integration of health throughout Physical and Health Education 35
Design **38**
Arts **41**
Music 41
Visual Arts 43
Options **45**
Language and Literature: French 45
Dans cette unité, les élèves vont étudier une pièce sous forme de bande dessinée avec le texte intégral de Molière : Les Fourberies de Scapin. Les élèves verront comment le comique inverse le pouvoir et comment la jeunesse triomphe des normes de l'époque. 45
Language and Literature: Spanish 46
Coding (Grades 6-8) 47
Theatre 49
Band 52
Visual Arts (Grade 6 - 8) 53
Junior Sports Leadership 54
Wellness, Body and Mind 55
Annex: MYP Command Terms **57**

Programme Information

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



Above is the programme model for the MYP.

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

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

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

Concepts: highlighting a concept-driven curriculum

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

The second ring describes some important outcomes of the programme:

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

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

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

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

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

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

Subject Groups	Individual Subjects	Lessons per 2 week cycle
Language & Literature	English, German	7
Language Acquisition	English, German	7
Mathematics	Mathematics	7
Sciences	Sciences	7
Individuals & Societies	Individuals and Societies	7
Physical & Health Education	Physical & Health Education	8
Design	Digital Design, Product Design	6
Arts	Visual Arts, Music	6
Options	Spanish Language Acquisition, Spanish Language and Literature, French Language and Literature, French Language Acquisition, English as Additional Language, Junior Sports Leadership, Band, Musical Theater, Mother Tongue, Drama, Supervised Study, Coding	5

On the basis of individual needs, some students may have Learning Support or English Language Acquisition in place of one or more of the subjects listed.

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

Community Engagement | Service as Action

Community engagement is a central part of the Middle Years Programme. Service as Action is essential for holistic student development and:

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

Students are guided by the following objectives when reflecting on their progress in ManageBac: explore and research, principled action, dialogue and relationships, and reflexive and reflective action. Service opportunities are provided in/out of class time, in/out of school or students are encouraged to develop their own service initiatives with the support of the coordinator.

Coordinator: Ms Alcock - paige.alcock@bonn-is.de

Approaches to Learning

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

Assessment

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

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

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

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

Assessment Criteria and MYP Command Terms

There are four assessment criteria for each subject, and are labelled A, B, C and D. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every semester.

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

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

Reporting Final Achievement Levels

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

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Language and Literature

English

Unit name: Conflict	
Content	**Assessment (Criteria)**
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. Students will be using short stories to analyze plot development (narrative structure). There will be a focus on the different types of conflicts used in narrative writing. Students will be looking at conflict through the lens of global issues and a variety of past and present conflicts. In addition to this content, there will be focus on spelling, grammar, punctuation and sentence structure and writing skills.	Presentation (B, C, D) Analytical questions response (A, B, D)

Unit name: Survival	
Content	**Assessment (Criteria)**
In this unit, students will read the novel *Hatchet* by Gary Paulsen. They will practice active reading skills, recording information about the novel's protagonist, his objectives, the story's setting, symbols, and the themes they encounter whilst reading the novel as a class. Students will use their knowledge of conflicts, characters, and literary techniques to analyze the text. Students will also compare the text with Maslow's Hierarchy of Needs, explaining how the character's actions relate to the various needs. Additionally, the students will be introduced to infographics on the theme of survival and be required to produce their own example of this text type. Throughout this unit, there will be focus on spelling, grammar, punctuation, sentence structure and writing skills.	Analytical questions (A, B, D) Symbols visual analysis (A, C, D) Producing an infographic (C)

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

German

Unit name: Spannende Erzählungen	
Content	**Assessment (Criteria)**
Die SuS lernen in dieser Einheit anhand exemplarischer Texte die Merkmale von spannenden Erzählungen kennen. Hierbei geht es vor allem um das Erkennen von sprachlichen und formalen Kriterien, die zunächst an beispielhaften Texten und Textbausteinen erarbeitet werden. Zudem erweitern die SuS ihre Lesekenntnisse und Fähigkeit, Merkmale in Texten zu identifizieren. Sie setzen diese Merkmale dann in einer eigenen Erzählung um: Erzählperspektive, Aufbau, angemessener Ausdruck, Wiedergabe von Handlung, Gefühlen und Sinneseindrücken. Sprache: Wortfeld sagen, Einbauen von Spannungsmachern wie z.B. Wörtliche Rede oder Andeutungen, Nutzen treffender/ausgestaltender Verben und Adjektive. Grammatik: Die Zeiten (Präsens) und passende Satzverknüpfungen. Allgemeine Rechtschreibübungen werden im gesamten Schuljahr begleitend durchgeführt (Schwerpunkt: Groß-Kleinschreibung und Strategien zum Gliedern-Ableiten-Verlängern und zur Zeichensetzung).	Textproduktion (Criteria B&C&D)

Unit name: Märchen	
Content	**Assessment (Criteria)**
SuS werden in dieser Einheit eine Reihe bekannter deutscher und internationaler Märchen kennenlernen und mittels der Texte die typischen Merkmale dieser Textsorte erarbeiten und vergleichen. Ferner stellen sie der Klasse ein Märchen vor. Die SuS lernen außerdem, eine Inhaltsangabe zu schreiben. Dabei sollen sie folgende Fertigkeiten erlernen: Inhalte verstehen und zusammenfassen (schriftlich/mündlich), einem klaren Aufbau folgen, logische Übergänge schaffen und Satzverknüpfungen bilden, korrekte Grammatik und passenden Ausdruck verwenden sowie eine Präsentation zum mündlichen Vortrag erstellen. Am Ende der Einheit steht die mündliche Präsentation und eine Inhaltsangabe im Vordergrund. Dabei wiederholen die SuS auch die Fähigkeit, konstruktives Feedback zu geben und zu bekommen und ihre eigene Arbeit zu reflektieren.	Analyse, Präsentation (Criteria A&B&D)

Unit name: Hände weg von Mississippi	
Content	**Assessment (Criteria)**
Die SuS setzen sich in dieser Einheit handlungs- und produktionsorientiert mit dem Kinderbuch "Hände weg von Mississippi" (Cornelia Funke) auseinander. Anhand ihres Booklets erarbeiten sie das Thema und die Charaktere auf verschiedenen kreativen Wegen. Folgende Bereiche werden außerdem inhaltlich abgedeckt: Schlachtung von Tieren/Pferden, Skandale in der Fleischproduktion, Leben auf dem Land vs. Leben in der Stadt, optional: Besuch eines Autors bzw. einer Autorin - Informationen zum Entstehungsprozess eines Buches. Schwerpunkt dieser Einheit ist jedoch weniger die inhaltliche Auseinandersetzung mit der Literatur als die Identifizierung von stilistischen Merkmalen in einem Text und deren Wirkung auf die Leserschaft. Im Fokus ist hierbei die Darstellung bestimmter Charaktere im Buch. Dabei werden folgende Bereiche auf ihre Bedeutung und Wirkung analysiert: Wortarten (Adjektive), Satzzeichen und Satzarten. Ziel ist es, eine kurze Literaturanalyse zu verfassen, in der die Merkmale auf einfache Art und Weise identifiziert, zitiert und analysiert werden, um den SuS den Zusammenhang von Inhalt und Sprache zu verdeutlichen. Ferner erstellen die SuS eine Buchpräsentation eines ihrer Lieblingsbücher. Hier werden die mündlichen Sprach- und Präsentationsfähigkeiten, der logische Aufbau eines Vortrags (Zusammenfassung) und die analytischen Fähigkeiten zur Literatur geübt.	Analyse (Criteria A&B& D)

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

Language Acquisition

English (Phases 1 and 2)

Unit name: Just Me	
Content	**Assessment (Criteria)**
Students will develop their understanding of how culture, family, and the community establishes who they are. Students will develop their vocabulary to be able to describe themselves in detail. Students will discuss the similarities and differences between aspects of identity and culture using a variety of methods to collect information such as discussion, research, and online resources. Students will explore aspects of identity through literary passages of assorted kinds. This will further develop their use of language to be able to interpret and evaluate their personal beliefs. Students will practice using the present simple/continuous tense, past tense, and will also be introduced to synonyms, antonyms and idioms.	Listening (A) Speaking (C)

Unit name: Food Around the World	
Content	**Assessment (Criteria)**
Students will explore different cuisines from around the world and its impact on culture and identity. This unit will allow students to learn the vocabulary needed to talk about their favorite foods from their culture and others. Students will be able to talk about their home culture's foods and compare and contrast them via activities using new vocabulary and sentence structures. Students will develop their writing in different contexts, demonstrating language changes to suit the purpose and audience. Procedural writing will be explored and practised, and students will be able to share food prepared at home with their fellow classmates.	Reading (B) Written (D)

Unit name: The Immigration Experience	
Content	**Assessment (Criteria)**
Students will explore the various reasons people immigrate. They will connect the ideas explored to their own lives. Students will examine a variety of texts connected to the experience of immigration, including 'The Arrival' by Shaun Tan. Students will look closely at how an individual can rise above and overcome challenges. Students will learn how to identify themes, develop discussion skills and present their personal point of view. Students will develop their use of past, present and future tense.	Reading Listening Oral Written

Unit name: Sustainability and Dr. Seuss	
Content	**Assessment (Criteria)**
Students will understand the importance of living in a sustainable world. New vocabulary will be learned to help support other academic subjects. Students will apply their understanding of sustainability to a variety of short texts, including Dr Seuss' The Lorax. Students will develop their describing skills and will learn how to express an opinion using appropriate vocabulary. Their final assessment will be a multi-step process which involves how to identify reliable sources and to deliver a presentation with correct tone and emotion in order to engage an audience.	Speaking (C) Writing (D)

English (Phases 3 and 4)

Unit name: The Power of a Word	
Content	**Assessment (Criteria)**
Students will learn where words originate from (etymology) and how they develop. Students will discover the power of language to help communicate ideas and influence the world around them. Students will read the short novel Frindle to help develop their understanding of the concepts of the unit, including how trends begin. Students will practice using the present simple/continuous tense, past tense, and will also be introduced to synonyms, antonyms and idioms.	Reading Listening Oral Written

Unit name: Living the Good Life (Happiness)	
Content	**Assessment (Criteria)**
Students will explore what it means to look for happiness and the ways in which people find it. They will study happiness by reading and analyzing different text types about what it means to be happy. This unit will conclude with students sharing their findings.	Reading Listening Oral Written

Unit name: The Immigration Experience	
Content	**Assessment (Criteria)**
Students will read the novel *Esperanza Rising* written by Pam Munoz Ryan. Students will look closely at how an individual can rise above and overcome anything. Students will learn how to identify themes, develop discussion skills and present their personal point of view. Students will develop their use of past, present and future tense. Additionally, they will learn how to enhance their paragraph writing.	Reading Listening Oral Written

Unit name: Sustainability	
Content	**Assessment (Criteria)**
Students will understand the importance of living in a sustainable world. New vocabulary will be learned which will also help support other academic subjects. Focus will be on narrative comprehension, presenting/speaking skills, and writing opinions. Students will apply their understanding of sustainability to a variety of non-fiction and fiction texts, including Dr Seuss' The Lorax. This unit will also develop students' visual analysis skills, equipping them with the knowledge to interpret how images communicate meaning.	Reading Listening Oral Written

German, French and Spanish

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

Beginner: Phase 1

Advanced Beginner: Phase 2

etc.

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

At the end of a school year, the individual teacher and the department members decide which phase is expected to best suit the individual child for the following school year. The teachers consider receptive and productive skills, including both the oral and writing ability of each student, as well as the summative Achievement Levels and overall grade. Assessment is adapted to the phase of language acquisition at which each class group is working.

During the year, a change of group may be recommended if a student is underachieving, struggling or performing at a very high level for the group. This means, for example, that an overachieving student might move to a higher phase in LA, while a struggling student could be transferred from LL to the appropriate LA group once the Semester Report is published. Changes can only take place at the start of a new semester.

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

In Option 1 (Grades 6-8) French and Spanish Language Acquisition are offered at Phase 1 (beginners) and Phase 2 (two-year course).

German 1 (Phase 1a) – “Emergent” Level

Unit name: Ich, meine Familie meine Freund*innen und unsere Hobbys	
Content	**Assessment (Criteria)**
In this first unit, students learn German greetings and how to present themselves and others. Topics like birthdays, family relations and hobbies will be part of this unit. Students will learn how to talk about their hobbies and free time activities, what they do with their friends and families. We cover basic German grammar rules for verb conjugation, pronunciation, some personal pronouns and first negation forms of German. As German nouns have different genders, we will look at how that is important in order to use nouns correctly. Students will learn to use nouns and adjectives in the accusative case.	Speaking (C) Reading comprehension (B)

Unit name: Schule	
Content	**Assessment (Criteria)**
The second unit encompasses topics that have to do with school. School life, subjects, school equipment and extra-curricular activities will be covered. Students can apply what they learned in unit 1 and can present their classmates, talk about school subjects they like and school equipment they need. We will learn how to say the time and will learn the possessive adjectives. One focus is on the difference between the formal and informal way to address people. Students will do listening comprehension exercises and will produce short video clips about their own school.	Listening comprehension (A) Writing (D)

Unit name: Essen und Trinken	
Content	**Assessment (Criteria)**
In this unit we will talk about food and drinks. Students will express personal preferences and will talk about their daily meals at home and in school. Students will get to know some regional German and Austrian dishes. There will be role plays where we order ice cream, pizza and order a meal in a restaurant. The language focus will be on word order and addressing people in a formal and informal way.	Reading comprehension (B) Speaking (C)

Unit name: Mein Alltag und meine Ferien	
Content	**Assessment (Criteria)**
Students will broaden their vocabulary and will learn how to talk about their daily routines during school time, on the weekend and during holidays. What do we enjoy doing? What are our hobbies? We will look at verbs that have a separable prefix and the grammar focus will be on sentence structure and word order. Speaking exercises will encompass roleplays and students will learn how to arrange to meet with someone. Students will learn how to write postcards and emails to friends and family.	Writing (D) Listening comprehension (A)

German 2 (Phase 1b) – “Emergent” Level

Unit name: Meine Clique	
Content	**Assessment (Criteria)**
In this unit, students begin by revising what they have already learnt in Phase 1 by describing their family, before moving on to describing their friends. In the process, they explore the use of adjectives in German and expand their understanding of how the present tense works. They learn how to make suggestions and plans and use this as a springboard for discovering how German distinguishes between location and destination using the dative and accusative cases. Placing the topic of friends in a cultural context, the students complete the unit by investigating the portrayal of children's "gangs" in popular German audio plays and films.	Listening (A) Speaking (C)

Unit name: Meine Schule	
Content	**Assessment (Criteria)**
Students begin by describing their school, before moving on to talking in detail about their actual lessons. In the process, they discover some of the key conventions that govern communication in German and expand further their understanding of how the present tense works. They learn how to say what materials they need for school and use this as a springboard for discovering how German distinguishes between subject and object using the nominative and accusative cases. Placing the topic of school in a cultural context, the students complete the unit by investigating the German education system.	Reading (B) Writing (D)

Unit name: Mein Tag	
Content	**Assessment (Criteria)**
In this unit, students begin by describing their breakfast and discovering how this varies from culture to culture, before moving on to learning the vocabulary of food and talking about other meals. In the process, they discover how informative texts are structured in German and expand still further their understanding of how the present tense works as they learn how to tell the time and describe their daily routine. Placing the topic of daily routine in a cultural context, the students complete the unit by investigating German eating habits.	Reading (B) Speaking (C) Writing (D)

Unit name: Meine Gegend	
Content	**Assessment (Criteria)**
In this unit, students begin by discussing where they live in geographical terms, before moving on to talking about the place where they live in more detail. In the process, they realise that the context in which we live affects the choices available to us and discover how the audience and purpose of a text affect the way it is written and presented. Via the topic of house & home, they learn how to describe their immediate surroundings and use this as a springboard for practising how to give detailed and precise information in German. Placing the topic of free time in a cultural context, the students complete the unit by investigating and presenting their local area.	Listening (A)

German 2 (Phase 2) – "Emergent" Level

Unit name: Machst du Sport?	
Content	**Assessment (Criteria)**
In this unit, students begin by discussing what sport they do in their free time, before moving on to talking about sport in general and the associated equipment. In the process, they practise making arrangements to meet. Via the topic of shopping, they learn how to describe clothes and use this as a springboard for discovering how to express personal opinions in German. Placing the topic in a cultural context, the students complete the unit by investigating the options available for sport and shopping in Bonn.	Listening (A) Speaking (C)

Unit name: Was ist passiert?	
Content	**Assessment (Criteria)**
In this unit, students begin by discussing sporting activities in the past tense, before moving on to talking about other events in their lives. In the process, they practise and consolidate the use of the perfect tense. Via the topic of health, they learn how to talk about their bodies and use this as a springboard for discovering how to express problems and solutions in German. Placing the topic in a cultural context, the students complete the unit by investigating some key events in the history of Germany.	Reading (B) Writing (D)

Unit name: Was feierst du?	
Content	**Assessment (Criteria)**
In this unit, students begin by planning a hypothetical birthday party, before moving on to creating invitations and drawing up a shopping list. In the process, they revisit the topic of shopping to revise the key vocabulary of shops and goods. Via the topic of house & home, they consider how to make the best use of the rooms available to them and eventually use the perfect tense to describe what "happened" at the party. Placing the topic in a cultural context, the students complete the unit by investigating the custom of Karneval.	Reading (B) Speaking (C) Writing (D)

Unit name: Wo fährst du hin?	
Content	**Assessment (Criteria)**
In this unit, students begin by discussing their plans for the summer holidays, before moving on to talking about what options are available in general. In the process, they practise and consolidate the use of prepositions and the accusative case. Via the topic of travel, they practise talking about both plans and experiences in German. Placing the topic in a cultural context, the students complete the unit by investigating some well-known destinations in Germany.	Listening (A) Writing (D)

German 3 (Phase 3/4) – “Capable” Level

Unit name: Märchen	
Content	**Assessment (Criteria)**
The focus of this unit is on comparing and working out typical fairy tale characteristics based on the original texts by the Brothers Grimm and other fairy tale writers. By listening to and reading fairy tales, students set out a list of fairy tale elements and find out that fairy tales address different kinds of audiences. By comparing different versions of a fairy tale, they find out that these texts, although having the same content, have been written differently according to the kind of audience they address and the message they convey. The students find out that fairy tales were originally narrated and learn how to narrate a text by using the preterite tense and certain adverbial expressions of time to describe the events in a logical order. As	Reading comprehension (A) Written task (D)

summative assessments, the students read and compare two fairy tales with each other and later on compose their own way of narrating a fairy tale, keeping in mind their audience and the meaning they wish to convey. They choose between a fairy tale narration or a pictographic comic version of a fairy tale.	

Unit name: Ein Meer aus Plastik	
Content	**Assessment (Criteria)**
After taking a closer look at the UN Global Goals, the students focus on Goal 14, "Life under Water". They research ocean pollution issues, watch and listen to media texts and discover the reasons for vast ocean plastic pollution. They investigate the dangers and aftermaths of ocean pollution and look at specific companies' action plans to fight it. The students collect and verify facts, draft a talk and learn how to present their talk in front of an audience. They watch a TEDxTalk to compare their findings and use a variety of modal verbs to express regulations and permissions and inform their audience of things they can do to reduce ocean plastic pollution.	Listening comprehension (B) Oral task (C)

Unit name: hAPPy – Der Hund im Handy	
Content	**Assessment (Criteria)**
Students begin this unit by considering the concept of "media'' and comparing their own media usage with that of people in the past. They read the book, *hAPPy – Der Hund im Handy*, by Thomas Feibel. They complete a series of comprehension, grammar and written-response exercises. The text serves as a springboard for discussion of the issues associated with using the Internet, in particular artificial intelligence (AI).	Reading comprehension (B) Written task (D)

Unit name: Migration	
Content	**Assessment (Criteria)**
In the "Migration" unit, students first discuss what *"Heimat"* (home country) means to people and why people leave their home countries. They read texts, mainly interviews with various people who had to emigrate to another country, and inquire into the different push- and pull-factors. They find out that the major push-factors that force people to leave their countries are war, famine and poor living-conditions. By familiarising themselves with various media texts – e.g. blog entries, websites, interviews and graphic novels – the students learn to differentiate between their format, writing style and purpose. In addition, this unit fosters the students' empathy and	Listening comprehension (A) Oral task (C)

ability to investigate a situation from a different perspective and to put themselves into the position of an “immigrant”. By retelling the situation from that person’s point of view, they can envisage what made that person leave his/her country and what his/her life is like in a different one. The grammar dealt with in this unit is: passive voice in simple present, question words and the dative/accusative cases.	

Spanish (Phase 1)

Unit name: En clase	
Content	**Assessment (Criteria)**
The first unit is centred around personal identification, both of oneself and of others. By exploring key concepts such as communication, culture, and linguistic patterns, students will learn how to introduce themselves, interact confidently in the classroom, and share basic details about themselves, their classmates and their day-to-day experiences at school. On a linguistic level, the class will be introduced to some of the essential building blocks of the language such as the present tense of regular verbs. Students will practise extracting information from short videos and texts, engaging in brief dialogues and producing their own short paragraphs of text in authentic formats. Besides grammar this unit fosters an international mindset, inviting students to reflect on cultural nuances such as Hispanic naming traditions, formal versus informal address and differences in school systems.	Reading comprehension (B) Speaking (C)

Unit name: En casa	
Content	**Assessment (Criteria)**
In the second unit, students will expand their linguistic horizons by transitioning from the individual to the community, exploring the topics of house, home and daily life and thereby learning to describe their families, pets and physical appearance. On a linguistic level, they will build on the concepts learnt in unit 1 with regard to the use of adjectives and verbs in the present tense. They will develop the ability to interpret slightly longer written texts, describe images, and extract information from short multimedia sources. They will demonstrate their growing proficiency by producing cohesive paragraphs in digital formats such as emails, forum posts and text chats. Ultimately, this unit deepens their practical language skills while encouraging them to appreciate diverse family structures and daily cultural habits across the Spanish-speaking world.	Listening comprehension task (A) Written task (D)

Unit name: En mi barrio	
Content	**Assessment (Criteria)**
In the third unit, students focus on housing, neighbourhoods and local environments. They will learn to describe their homes, rooms, towns and cities, while also expressing what people can do in these spaces and sharing their own personal preferences. To support this deeper level of communication, the class will explore more complex grammatical	Listening comprehension (A); Reading comprehension (B);

structures, including irregular verbs. They will be able to follow complex classroom instructions, extract meaning from longer multimedia clips, and interpret longer written texts. They will demonstrate their growing understanding of the language by describing and answering questions about visual images and by writing well-structured paragraphs which adhere to authentic, real-world formats such as brochures, blog entries and web-pages.	Writing task (D)

Unit name: En mi tiempo libre	
Content	**Assessment (Criteria)**
In the fourth unit, students will connect language learning to their personal lives by exploring the topics of free time, hobbies, sports and personal interests. They will learn how to discuss their favourite activities while gaining a global perspective by comparing leisure traditions across the Spanish-speaking world. They will deepen their understanding of the present tense and learn to express their plans for the immediate future. They will interpret written texts, analyse multimedia sources and describe, interpret, and comment on visual images. Finally, they will showcase their writing skills by producing structured paragraphs that respect the formatting and other conventions of real-world text types such as interviews, emails, and letters.	Speaking (C) Writing task (D)

French (Phase 1)

Unit name: C’est moi !	
Content	**Assessment (Criteria)**
In this unit, students begin by discovering the basic language to communicate who they are. They learn to greet each other, to introduce themselves and to handle everyday situations in the classroom. Placing the unit in a cultural context, students learn not only to say where they live but also considering the various places around the French-speaking world where their contemporaries live.	Listening comprehension (A) Reading comprehension (B) Oral task (C)

Unit name: Chez moi	
Content	**Assessment (Criteria)**
Following on from the introductory unit, students expand the range of their introductions to include their homes and families. They learn to identify and describe both people and pets, thus coming to understand the importance of gender and agreement in French. Placing the unit in a cultural context, students consider variations on the family structure beyond the "conventional" model and look at how the concept of "home" differs from country to country.	Listening comprehension (A) Reading comprehension (B) Oral task (C) Written task (D)

Unit name: Ma vie	
Content	**Assessment (Criteria)**
Building on their understanding from the previous two units, students now focus on the correct use of verbs to describe what they do. They learn to describe what they do in their spare time and on special occasions, and come to understand the importance of verb-endings in French. Placing the unit in a cultural context, students consider a range of festivals and celebrations within the French-speaking world.	Listening comprehension (A); Reading comprehension (B) Written task (D)

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

Mathematics

Unit name: Number	
Content	**Assessment (Criteria)**
Students will study and continue to gain knowledge of how different number representations from a variety of cultures have changed over time. Students will learn how these different number representations have aided us to make a variety of computations. Students will study and apply their ability to manipulate numbers using addition, subtraction, multiplication, division. Within the unit, the topics of place value, expanded notation, powers of numbers and factors and multiples will be studied. Students will learn about the roots and cube roots of numbers. Students will practice different types of number estimation. Students will look at number properties and special sets of whole numbers, including prime and composite numbers.	Formative quizzes on various Number topics Number Test (A)

Unit name: More Numbers	
Content	**Assessment (Criteria)**
Students will learn how to perform addition, subtraction, multiplication, division with decimals and recognize connections between decimals and fractions. They will learn how to recognize directed numbers as an extension of the numbers they are familiar with and also how to perform operations with directed numbers. Students will learn how to correctly place points on the directed number plane and recognize that fractions, decimals and percentages are all different ways of representing rational numbers. Students will perform operations with fractions and convert between these forms of rational numbers. They will perform operations with percentages and use these calculations to solve probability problems.	Fractions Test (A) Decimals Test (A, D) Fractions Investigation (C, D) Directed Number Investigation (B, C, D)

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

notation and will study how graphs use directed numbers. Students will look at solving problems and equations using directed numbers.	

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

Sciences

Unit name: What is Evidence	
Content	**Assessment (Criteria)**
Students will learn the principles upon which the work of scientists is based. They will cover introductory work on laboratory safety and the apparatus that is available to them in the lab. Students will use a range of measuring instruments so as to practice appropriate and accurate use. Students learn how to pose a scientific question and how this is formulated in the form of independent and dependent variables. Students will cover the need to consider control variables in an experiment. Using an investigation into the physics of a ski jump, students devise an experiment and use a computer simulation to collect and tabulate relevant data. Using the data collected, they will learn how to record and analyze data and use the information to draw a meaningful conclusion. Once students have had this opportunity to practice investigative skills, they then have the task of designing and carrying out a complete investigation of their own.	Students design an investigation and complete data collection to reach conclusions. (B, C)

Unit name: Inside our Bodies	
Content	**Assessment (Criteria)**
In this unit, students will examine the need for magnification if we are to explore deeper into the structure of living systems. They have the opportunity to learn the basic skills required to use a microscope and to prepare a microscope slide. Students study the hierarchy of organization of living systems and they investigate the comparative structure of plant and animal cells and relate the differences to their functions. Students study the history of the microscope and inquire into how the microscope has impacted on our lives. Using the new knowledge of body systems, students do a detailed study of the human skeleton and some of the important muscle groups associated with movement.	Unit content knowledge examination (A) Microscope research investigation and essay (D)

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

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

Individuals and Societies

Unit name: Introduction to IAS	
Content	**Assessment (Criteria)**
Students will be introduced to foundational concepts and skills in the study of the social sciences. What are the social sciences? Why do we study them? What can we learn from these different approaches? Students will also explore a number of conceptual questions, such as: What is a concept? Why do we learn this way? What are the social sciences? What does being a global citizen actually mean? What can individuals really do to meaningfully contribute to solutions to global problems? This unit affords students a gentle introduction to studying individuals and societies at the middle school level. Throughout this unit, we aim to encourage our students to build sustainable working habits and practical approaches that are helpful to them throughout their middle and high school journey.	Students will take a unit test assessing their ability to recognise and apply social science concepts that they have studied, as well as employing their critical thinking skills. (A, B, C, D).

Unit name: Prehistoric Peoples	
Content	**Assessment (Criteria)**
Humans as a species have developed and thrived due to our ability to respond collectively to our circumstances. Our individual identities are shaped by our communities and our moral imagination. Students will learn about different human ancestors and the manner in which social scientists make conclusions about their lifestyles and journeys. Students will explore the concepts of "adaptation" and "innovation" as a means of assisting survival. They will also learn about what innovations and inventions enabled early humans to advance. Throughout this unit, students will learn about and develop a number of important research skills in accordance with the BIS Research Process.	Students will complete an in-class quiz and a smaller research project (A, B, C, D).

Unit name: What can we learn from ancient civilizations?	
Content	**Assessment (Criteria)**
Many of the first civilizations emerged in places where groups of people were able to cultivate agriculture, govern one another, trade with one another, and develop a distinctive sense of culture and identity. Students will explore different achievements (both physical and conceptual) that have helped to contribute to our own understanding of why our own modern societies look the way that they do. What principles have been maintained? What principles and values have been done away with? Why?	Students will create a museum exhibit for a chosen ancient civilization (A, B, C).

Unit name: How can maps provide us with a sense of time, place and space?	
Content	**Assessment (Criteria)**
In this unit, we will find out about different uses of maps, as well as how they can be affected by a specific perspective. We will explore different examples of maps and how to use them. We will take action by considering the ways that maps can communicate important information.	Students will complete an in-class quiz/test (A, C, D).

Physical and Health Education

Integration of health throughout Physical and Health Education

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

Unit name: Interactions through Invasion Games	
Content	**Assessment (Criterion)**
Within the unit, students have the opportunity to participate in a variety of invasion related activities to gain spatial awareness and develop skills needed to work within a team. Towards the end of the unit students will have the opportunity to learn and perform the sport netball. Invasion games involve teams scoring when they move into the opposing team's zone and successfully attack their goal/target area. Tactical problems related to invasion games include maintaining possession, attacking/defending a goal, movement into open space and team communication. The skills developed look at communication and how positive communication is beneficial to the effective functioning of teams.	Netball performance (Criterion C) Reflection on netball performance (Criterion D)

Unit name: Path to the Podium	
Content	**Assessment (Criterion)**
Path to the Podium is a unit where students explore the values, challenges, and stories behind the Olympic and Paralympic Games. Through engaging physical activities, discussions, research tasks, and reflections, students will develop an understanding of how sports are adapted for Paralympians, and the significance of these events. The unit promotes respect for diversity and inclusion, highlighting how physical education is accessible to all. Students will compare different athletic disciplines and consider how social, mental, and physical factors contribute to performance. Students will be assessed on their ability to understand and communicate knowledge about familiar and unfamiliar Olympic and Paralympic sports, using correct terminology and applying understanding to the real-world.	No formal assessment

Unit name: Change: Net/Wall Games	
Content	**Assessment (Criterion)**
Students will have the opportunity to explore a variety of net/wall games. Some examples include badminton, pickleball, and volleyball. A teaching games for understanding (TGFU) approach will be used to allow students to think critically about the application of concepts such as spatial awareness, tactical decision making and game sense. Skills include, sending and receiving an object, moving into open space and defending opponents. Students will then be challenged to compare invasion games (connecting to the previous unit) and net/wall games, and present their knowledge and understanding in a research in-class task. Students will be required to choose one net/wall or invasion game skill and design a basic training program to teach a student in the primary school. This is used for their Service as Action project to create community and connection between Primary and Secondary school. To complete the semester, students must reflect on their overall performance in semester one and their use of interpersonal skills to enhance their performance and participation.	Written test of net/wall vs invasion games strategies (Criterion A) Interpersonal SMART goals and net/wall coaching plan for a primary school student (Criterion B) Reflection on effectiveness of coaching plan and achievement of interpersonal skill SMART goals (Criterion D)

Unit name: Creative Movement	
Content	**Assessment (Criteria)**
Within the unit, students will be introduced to dance and how the elements of creative movement (body, action, space, energy and time) are incorporated into a choreographed routine. Students, through creative movement, will create their own basic dance and teach young primary school students the dance sequence. This is used for their Service as Action project to create community and connection between primary and secondary school. The aim is to develop body awareness and a variety of movement skills such as coordination, balance and rhythm. By working in groups, students can develop their interpersonal skills and improve self-confidence through aesthetic movement.	Creative movement dance plan suitable for primary school student (Criterion B) Reflection on effectiveness of dance plan for primary school students (Criterion D)

Unit name: Leadership	
Content	**Assessment (Criteria)**
Within the unit, students will have the opportunity to explore leadership and how we can improve leadership to create positive interactions with other people. This includes active listening, motivating classmates, respecting	Reflection on interpersonal skills, team plan, and overall

each other and giving/receiving feedback. Students will participate in a range of co-operative and leadership activities, such as group problem solving tasks, communication challenges and exploring conflict resolution. Students will also participate in a variety of sports mini-tournaments. Students will develop reflective skills to explain the effectiveness of their team game plans, overall performance and use of interpersonal skills and how they can make improvements for the future.	performance (Criterion D)

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

Design

The grade 6 Design curriculum is currently under review. The information below represents sample units and is subject to change.

Unit name: Introduction to Graphic & Information Design	
Content	**Assessment (Criteria)**
This introductory Year 1 unit gives Grade 6 students their first hands-on experience with the MYP Design Cycle while building foundational skills in graphic design. Students analyze existing examples of visual communication and information design to evaluate how visual choices shape the way a message is received by an audience. Students develop both analog fine motor skills and basic digital editing techniques as they experiment with core design principles to inform their own work: ● **Structure & Spatial Layout:** Applying layout, composition, proximity, alignment, negative space, and balance to organize information clearly. ● **Visual Hierarchy & Contrast:** Using contrast, hierarchy, line, shape, form, and texture to guide the viewer's eye and emphasize key ideas. ● **Consistency & Tone:** Utilizing repetition and intentional tool choices to communicate a clear message to a targeted audience. Through short and extended formative practice tasks, students build confidence with technical tools, develop their design judgment, and practice the design process before moving into longer summative projects.	Ongoing formative feedback and more formal formative tasks to build technical skills, design process skills, and process documentation skills. Feedback will be in the moment verbal comments, written comments, and occasional criterion marks. Both technical skills and at least 1 strand of all 4 Design Criteria will be formatively assessed. The use of Graphic Design principles for Criterion C will be summatively assessed on the final task

Unit name: 3D Spatial Design and Rapid Prototyping	
Content	**Assessment (Criteria)**
In this unit, students step into the role of product designers, using 3D modeling and additive manufacturing to solve everyday spatial and organization challenges. Moving beyond simple 2D extrusions, students apply the MYP Design Cycle to engineer a customized desktop or workspace solution tailored to a specific user's daily habits and physical environment. Students build spatial literacy (2D & 3D visualization) and manual precision by learning basic analog technical drawing techniques (freehand sketching, orthographic projections, and dimensioning) to hone fine motor control before translating ideas into CAD software.	Formative technical skill practice tasks. Formative self and peer review. Ongoing, regular, in the moment, formative verbal feedback. Formative draft submission of summative assessment

Through guided skill-building, students explore: ● **Measurement & Spatial Reasoning:** Taking accurate real-world measurements and accounting for material tolerances. ● **3D Geometry & Modeling:** Combining 3D primitives, applying fillets/chamfers, and designing functional features like slots, angles, and joinery. ● **Slicing & Fabrication:** Understanding print orientation, infill density, supports, and material selection (such as PLA properties). Student-selected pathways allow beginners to focus on functional geometry while more advanced students experiment with multi-part assemblies, advanced level CAD software, or precise snap-fit tolerances to maximize product functionality.	criteria. Summatively assessed portfolio of all 4 MYP Design Process Criteria

Unit name: Hands On Production : Textiles	
Content	**Assessment (Criteria)**
In this unit, students step into the role of textile product designers, combining hand-sewing skills with user-centered design to construct tactile puppets that support communication and emotional expression. Grounded in research on how physical avatars help young children or individuals facing communication barriers share feelings, students apply the MYP Design Cycle to engineer a soft product tailored to a specific community client (such as the school counseling team or primary health services). Through hands-on skill workshops, students develop fine motor control, tool safety, and textile literacy. Key practical skills include: ● **Pattern-Making & Ergonomics:** Translating 2D paper templates into 3D hand/finger puppets designed to fit specific hand sizes and user movements. ● **Material Selection & Fabrication:** Selecting fabrics based on texture, durability, and sensory feedback, and mastering hand-sewing techniques (such as running stitch, blanket stitch, and knotting) using hand tools. ● **Visual & Expressive Design:** Incorporating facial features, color choices, and identity markers to clearly convey emotions, characters, or pain/feeling scales. Students conduct primary user research, test material durability, and refine sewing precision to deliver a functional, comforting textile tool that aids communication.	Formative technical skill practice tasks. Formative self and peer review. Ongoing, regular, in the moment, formative verbal feedback. Formative draft submission of summative assessment criteria. Summatively assessed portfolio of all 4 MYP Design Process Criteria A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating

Unit name: Introduction to Computational Thinking	
Content	**Assessment (Criteria)**
In this unit, students take their first steps into the world of coding and digital product design by creating simple, interactive apps using a block-based coding platform. Through a series of scaffolded challenges and design activities, they explore the fundamentals of app functionality, basic game mechanics (such as scoring, levels, or feedback loops), and user interface (UI) design. Students begin by learning essential coding concepts—such as events, loops, conditionals, and variables—before applying them to their own original app ideas. Alongside the technical learning, they also develop an understanding of what makes an app engaging and easy to use by exploring design principles like layout, navigation, and feedback. The unit culminates in a summative design project where students follow the MYP Design Cycle to plan, create, and evaluate an interactive app that solves a problem or entertains a specific audience. While the final product is important, student grades focus primarily on how effectively they demonstrate thinking and development at each stage of the design process. This unit also reinforces the iterative nature of design, where testing, feedback, and refinement are essential to success. Throughout the unit, creativity, problem-solving, and logical thinking are emphasized, setting a strong foundation for future design and coding experiences.	Formative technical skill practice tasks. Formative self and peer review. Ongoing, regular, in the moment, formative verbal feedback. Formative draft submission of summative assessment criteria. Summatively assessed portfolio of all 4 MYP Design Process Criteria A: Inquiring and analysing B: Developing ideas C: Creating the solution D: Evaluating

Arts

Music

Unit name: Music from our area	
Content	**Assessment (Criteria)**
The first unit in Grade 6 is about music from composers who are strongly related to Bonn and composers from an area students identify with. This unit will inquire into structured musical systems with a focus on analysis, listening skills, identity and culture. Students will gain an understanding of the rondo form which was used in many compositions of the Classical and Romantic time periods. The unit will cover the following musical elements: melody, harmony, key signatures and time signatures in compositions. Students will learn and understand the use of melody/harmony and simple rondo form. They will also be able to identify and discuss similarities and differences in compositions.	Assessments include but are not limited to: Written music test Presentation Process Journal (A, B, C, D)

Unit name: Basic playing skills	
Content	**Assessment (Criteria)**
The second unit in Grade 6 is basic playing skills in which the students learn that understanding form and structure is essential in developing playing skills and artistic expression. This unit will inquire into musical systems such as major scales and triads with a focus on structure. The students will recognize key signatures, tempo marking, dynamic marking, articulation (legato/staccato) and learn how to play the Concert Bb scale with growing expression and in various rhythms. This unit will cover the following basic playing skills: understanding of how to accurately use the fingering chart, identifying and playing various dynamics from pp - ff, performing with crescendo and diminuendo and signs/symbols in music, such as fermata, repeat sign and articulation.	Assessments include but are not limited to: Individual technique practice piece exam Ensemble performance assessment piece Written reflection process journal (A, B, C, D)

Unit name: Language of Music Theory	
Content	**Assessment (Criteria)**
The third unit in Grade 6 is an ongoing yearly unit with the focus on music theory. The students will learn note reading in the treble and bass clefs, key signatures of four major scales, understand the use of intervals and learn to write a rhythmic phrase. The unit will enable the students to improve their playing of an instrument by understanding the music notation necessary to develop their musical knowledge. They will be regularly assessed on the various elements of music theory.	Treble and bass clef note reading, time name and note values, rests, key signatures, accidentals, intervals, tonic triads, rhythm writing, musical terms and signs. (A, B, C, D)

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

Visual Arts

Unit name: The Visual Detective	
Content	**Assessment (Criteria)**
In this unit, learners transition from passive observers to active "Art Detectives." They begin by mastering the fundamental Elements of Art (the ingredients) and the Principles of Design (the recipes) through high-engagement activities like Scavenger Hunts and Color-Wheel Match games. Learners move beyond mere identification to understanding how these tools work together to create meaning.	A

Unit name: Form & Function: The Nature Ally	
Content	**Assessment (Criteria)**
In this unit, learners explore the intersection of artistic expression and ecological responsibility. Responding to the recent droughts in Germany, learners use clay to create functional sculptures—such as water feeders for pollinators and birds—that address specific biological needs. Through material experimentation, prototyping (maquettes), and intentional making, learners move beyond mere mimicry of nature by including the use of abstract forms, rhythmic textures, and structural innovation to solve real-world environmental challenges.	B, C, D

Unit name: Layered Landscapes: Creating Depth in Art	
Content	**Assessment (Criteria)**
In this unit, learners explore how artists use composition and watercolor techniques to create the illusion of three-dimensional space on a flat surface. Through the construction of a multi-layered tunnel book, learners will translate a written passage from a book or poem into a visual narrative. The unit moves from foundational skill-building in drawing and watercolor—specifically focusing on atmospheric perspective and value—to the precise technical tasks of cutting, layering, and assembling a complex, depth-filled composition.	A,B,C,D

Unit name: Voices in Color: The Art of the Message	
Content	**Assessment (Criteria)**
In this unit, learners become visual communicators, exploring how to combine typography, color, and imagery to inspire empathy and kindness. Moving from digital concepting to physical production, learners will design posters intended to impact their community. The unit focuses on the relationship between words and images, teaching learners how to make intentional choices in composition and color to amplify the emotional weight of their message.	C,D

Options

Language and Literature: French

Unit name: L’art de voir	
Content	**Assessment (Criteria)**
Dans cette unité, les élèves vont découvrir des contes, des nouvelles et des extraits de romans, avec : Comment Wang-Fô fut sauvé des eaux de Marguerite Yourcenar, Le Portrait ovale d’Edgar Poe, La Cafetière de Théophile Gautier, Le Géant égoïste / Le Prince heureux d’Oscar Wilde, ainsi que des extraits du Chef d’oeuvre inconnu de Balzac et de L’Oeuvre de Zola. L’Unité est donc centrée sur la lecture, les analyses de textes, les productions écrites et orales, les débats, avec pour fil rouge la peinture, la sculpture et la musique en littérature.	Analyse de texte / création artistique (A, B, C, D)

Unit name: Raconter sans mots	
Content	**Assessment (Criteria)**
Dans cette unité, les élèves vont étudier deux œuvres intégrales : Là où vont nos pères (une bande dessinée muette) de Shaun Tan et L'œil du Loup (roman) de Daniel Pennac. La problématique commune à ces deux œuvres est la suivante : peut-on communiquer sans parler ? Les thèmes de l’identité, de la différence, de la migration, de la découverte de l’autre seront au cœur de l’Unité.	Transposition de l’image vers le texte et le théâtre (A, B, C, D)

Unit name: Ruser, jouer et faire rire	
Content	**Assessment (Criteria)**
Dans cette unité, les élèves vont étudier une pièce sous forme de bande dessinée avec le texte intégral de Molière : Les Fourberies de Scapin. Les élèves verront comment le comique inverse le pouvoir et comment la jeunesse triomphe des normes de l’époque.	Analyse de texte / performance (A, B, C, D)

Unit name: Poésie en ville	
Content	**Assessment (Criteria)**

Dans cette unité, les élèves vont découvrir comment les poètes transforment les espaces ordinaires en expériences personnelles, sociales et culturelles à travers une anthologie poétique plurielle : Baudelaire, Verhaeren, Apollinaire, Cendrars, Prévert, Desnos, Grand Corps Malade et Abd Al Malik. Le Street Art et quelques photographies urbaines seront aussi à l'honneur.	Analyse texte-image (A) Création poétique (A, B, C, D)

Language and Literature: Spanish

Unit Name: Más que palabras	
Content	Assessment
En primer lugar, se expondrán en clase las categorías morfológicas nominales y los tipos de sustantivos existentes en lengua española. A continuación, los/as estudiantes deberán realizar una investigación dirigida sobre una determinada clase de palabra, que deberán exponer al resto del grupo y elaborar una serie de ejercicios para asegurar la comprensión del resto del alumnado. Como prueba final, habrá un examen con el que demuestren ser capaces de realizar un análisis sintáctico, morfológico y ortográfico, a la vez que demostrar conocimientos sobre corrección sintáctica, morfológica y ortográfica. Los textos para realizar el análisis gramatical serán fábulas de Esopo y La Fontaine, ya que por su brevedad permiten al estudiante una mayor concentración en la parte formal. Además, los/as estudiantes elaborarán una fábula con la que demuestren sus habilidades ortográficas y gramaticales respetando las características formales y de contenido propias de este género.	Presentación oral: categoría gramatical Producción de un texto creativo: una fábula. (Criterios B, C, D)

Unit Name: ¿Qué es poesía? Poesía eres tú	
Content	Assessment
Esta unidad tiene como objetivo una aproximación al género lírico. Los/as estudiantes descubrirán a través de lecturas de poemas la finalidad de este género, qué significa la expresión el "yo lírico".... Estudiarán los recursos formales, semánticos y rítmicos que utiliza el/la poeta para llamar la atención del lector y despertar su empatía. Los/as estudiantes deberán identificar estos recursos así como interpretar la intención del autor y describir los efectos que producen en el receptor. Por último, los y crear sus propios textos líricos, ya sean en verso o en prosa.	Análisis de un texto lírico Producción de un texto lírico (Criterios A, B, D)

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

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

Coding (Grades 6-8)

Unit name: Introduction to Coding	
Content	**Assessment (Criteria)**
In this coding class students are introduced to the programming language Python, which has become the most popular language in recent years. We will be starting the year with imagiCharms, which are devices with a matrix of multi-colour pixels that allows the creation of patterns and even animations through Python code.	The students will produce an assessed journal, in which they will document their learning. There will be at least one project involving

	the imagiCharms, where students will be assessed on their Python knowledge, communication of their understanding and their creativity.

Unit name: Applications in Coding	
Content	**Assessment (Criteria)**
In this unit, students will learn in more detail the use of functions, objects, classes and various commands used to harness the power of programming. Projects that students will work on will include quizzes, calculators, drawing images upon programmed instruction. Students will also gain experience in Graphical User Interfaces, creating forms and interactive dialogue boxes including images, command buttons, labels and textboxes. Using pygame, the students will create their own computer games towards the end of the year. There will be differences to what we did in previous years so that students can take this course for the three consecutive years and still be exposed predominantly to new content.	In each project, students will be assessed on their Python knowledge, communication of their understanding and their creativity.

Theatre

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

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

Unit name: Tell Me a Story	
Content	**Assessment (Criteria)**
Students work in small production teams to create original dramatic scenes using the traditional story arc format. The norms of collaboration will be taught and followed for excellent group work dynamics. Students will complete this unit understanding story arc, how to apply it in a performance, and how to work effectively in a collaborative environment. Formatively, student presentations are workshopped with the rest of the class to provide an opportunity to receive feedback from others. This feedback is then to be used in group self reflection to further develop their performance skills and allow for an understanding of how their performance is received by an audience. This unit will be a further opportunity to develop and refine the voice and body skills learned in the first unit.	The assessment will take the form of an 'in class performance'. Students will be required to assess their individual progress through an interactive discussion. The process journal will be used to document artistic choices including the elements of voice/body to be emphasized, the main story arc beats, and the creative elements to be brought into the performance. Each student will be assessed individually based on how effectively they can bring their artistic choices into the performance. (A, B, C, D)

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

	into motion and scripts are practiced and learned. This phase will look at how students adapt to challenges, plan rehearsal time, and work together within the provided schedule to complete all tasks. Part 3- Performance will be where students have a live performance for an audience. Formatively students will have a dress rehearsal in front of peers for feedback before the final summative performance. (A, B, C, D)

Unit name: I've been framed! Intro to Film	
Content	**Assessment (Criteria)**
This unit provides students an introduction to the fundamental production techniques used in film. Students will bring their design, directing, and acting skills from the theatre perspective and explore how they translate in this different medium. The students will learn the fundamentals incrementally and have several formative skill building opportunities to practice these skills before a more substantial piece is created and filmed for the summative.	The students submit a film and planning document demonstrating their ability to adapt their creative intentions into a final product. Additionally, while each student must film a project, they must also be the actor in at least one other student's project, enabling them to practice their acting skills in the film medium. While this unit is highly collaborative and interactive each student will be assessed on their own level of completion of the task criteria. (A, B, C, D)

Band

Unit name: Exploring Instrumental Technique	
Content	**Assessment (Criteria)**
Students will learn that through the elements of musical expression a performer can effectively communicate with an audience. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. They will consider their role and the role of others within an instrumental ensemble and gain an understanding of band music. The use of warm-ups and technique builders will be the foundation for developing aural independence and harmonic interdependence.	Assessments will include but are not limited to: Stylistic understanding through musical analysis (A, B)Solo and/or ensemble performance (C)Reflection (D)

Unit name: Performance Skills Development	
Content	**Assessment (Criteria)**
Students will learn how to use their instruments effectively to communicate a musical score. Samples will be used from famous movies, classical pieces, and other popular contemporary tunes to provide a variety of options for students to develop their performance voice. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.	Assessments will include but are not limited to: Solo/group performance (C) Audience impact reflection (D) Action plan (A, B)

Unit name: Score and Music Analysis	
Content	**Assessment (Criteria)**
Students will learn the processes required in preparation of a concert performance. Students will have begun to develop their instrumental presentation skills by the start of this unit. They will have a basic understanding of note reading and how musicians can most effectively use it to make a musical performance. In this unit students will work collaboratively to develop interpretive skills to a variety of choral and musical theatre pieces. These stylistic choices will be student generated based on inspiration derived from various musical styles and performance	Assessments will include but are not limited to: Recording/video of choreographyEnsemble performance Scene blocking plan (A,

traditions. Students will combine note reading, interpretation, understanding of genre, and playing into performances.	B, C, D)

Visual Arts (Grade 6 - 8)

Unit Name:	
Content : Vertical Stacked Sculptures (Form, Balance, and Additive Construction)	**Assessment (Criteria)**
This foundational unit introduces learners to the physical properties of clay and the mechanics of 3D construction. Rather than focusing on representation, learners will explore the engineering of form—learning how to build, join, and balance mass in three-dimensional space. The unit shifts the focus from "making a shape" to "managing structural integrity."	A, B, C , D
Unit Name : The Micro-World Challenge	
Content	**Assessment (Criteria)**
This unit transitions learners to the disciplined practice of representing the physical world. The focus is on the essential coordination between the eye and the hand, teaching learners how to translate three-dimensional observations into two-dimensional marks. The unit prioritizes technical accuracy and visual communication over creative expression.	A,B,C,D
Unit Name: The Textured Plate (Collagraphy and Embossing)	
Content	**Assessment (Criteria)**
This unit explores the concept of the "matrix"—the surface used to create a print. Learners will move from drawing with lines to "drawing" with textures. By assembling a collagraph plate using found objects and materials, learners will learn how physical relief and depth are translated into visual texture. The unit also introduces embossing, where the texture is transferred to paper without ink, focusing entirely on the play of light and shadow on a surface.	A,B,C,D
Unit Name : Papier-mâché Potcakes	
Content	**Assessment (Criteria)**

Working sculpturally in wire, papier-mâché and paint, we will work to build a pack of almost true to scale Potcakes (local dogs that inhabit many islands in the Caribbean). Students will be challenged to balance sound sculptural practices with engaging positions and facial expressions.	A,B,C,D

Junior Sports Leadership

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

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

Considering the many aspects of this class, there are various ways in which JSL will enhance students' leadership knowledge and well being. The students will be graded in two elements for each unit described below. Units covered may include: Volleyball, Floor hockey, Football, Turbo Touch Rugby, Basketball, and Handball.

Grading:

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

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

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

Wellness, Body and Mind

Unit name: Running for our Body and Mind	
Content	**Assessment (Criteria)**
The WBM running unit focuses on developing both physical fitness and mental resilience. Students engage in various running activities, including sprints, long-distance runs, and relays, to build cardiovascular endurance and muscle strength. The program emphasizes goal-setting, pacing, and proper running techniques. Mindfulness exercises and positive self-talk are integrated to enhance mental stamina and reduce stress. Students track their progress and reflect on their personal achievements. The unit fosters teamwork, discipline, and a growth mindset, encouraging students to persevere through challenges and celebrate their improvements, both individually and as a group.	Knowing and Understanding Reflecting on Performance

Unit name: Sport-specific Training	
Content	**Assessment (Criteria)**
The WBM sport-specific training unit emphasizes goal setting to enhance skills in a chosen sport, such as basketball, soccer, or volleyball. Students begin by identifying personal and team goals, focusing on measurable and attainable objectives. The unit includes drills, scrimmages, and skill-building exercises tailored to the sport, promoting both physical development and strategic understanding. Regular progress assessments help students stay on track and adjust their goals as needed. Emphasis is placed on teamwork, communication, and resilience, fostering a supportive environment. This approach not only improves athletic performance but also teaches valuable life skills in goal setting and perseverance.	Planning for Performance Performance

Unit name: Functional Training	
Content	**Assessment (Criteria)**
The WBM unit on functional training through strength and conditioning focuses on planning for performance and developing a deep understanding of fitness principles. Students learn to create personalized workout plans that include exercises for strength, flexibility, and endurance, tailored to their individual fitness goals. The curriculum covers key concepts such as muscle groups, proper form, injury prevention, and the importance of rest and recovery. Emphasis is placed on understanding how each exercise benefits the body and enhances performance in everyday activities and sports. This unit aims to build a foundation of knowledge and skills for lifelong physical fitness and well-being.	Knowing and Understanding Planning for Performance

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

Annex: MYP Command Terms

MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	Evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.

Command term	Definition
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall*	Remember or recognize from prior learning experiences.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Translate*	Express the meaning of a text in another language or dialect.
Use	Apply knowledge or rules to put theory into practice. (See also "Apply".)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.