



## Year 7 Unit Outlines Semester 1

### ARTS

#### Dance

##### MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding. Students demonstrate knowledge and understanding of the art form studied, including concepts, processes, the use of subject specific terminology and the role of the art form in original or displaced contexts. Students demonstrate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
- Criterion B: Developing Skills. Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- Criterion C: Thinking creatively. Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- Criterion D: Responding. Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

##### Units of Inquiry

Elements of composition

Statement of Inquiry: Students work together to best create and perform high quality dance works using reflective practice

##### Assessment Task

##### Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Group composition and reflective process journal

Ongoing

Creative Practical Task

Week 10

Persuasive Written Task

Week 15

Choreographic Performance

Week 16

# Drama

## MYP Assessment Criteria

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- **Criterion B: Developing Skills.** Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- **Criterion C: Thinking creatively.** Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- **Criterion D: Responding.** Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
Devising and Analysing Original Works Statement of Inquiry: Form guides the creative process and structure of a work, which shapes presentation and audience impact.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Performance task 1 – Group and Individual	Week 10
Research Assignment	Week 15
Performance Task 2 – Script	Week 16

# Music Rotation

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

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- **Criterion B: Developing Skills.** Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- **Criterion C: Thinking creatively.** Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- **Criterion D: Responding.** Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
Graphic Score; Persuasive Writing; Pachelbel’s Canon – keyboard skills; Blues; Film Music	
Statements of Inquiry:	
<ul style="list-style-type: none"> <li>• Communication is vital in presenting an interpretation to an audience.</li> <li>• Communities evolve through intercultural understanding.</li> <li>• We can use 12-bar blues form to present a narrative.</li> <li>• Representation of genre needs to be considered when creating film music.</li> </ul>	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Graphic Score	Week 4
Persuasive Writing	Week 7
Pachelbel’s Canon	Week 10
Blues	Week 13
Film Music	Week 16

# Visual Arts

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- **Criterion A: Knowing and understanding.** Students demonstrate knowledge and understanding of the art form studied, including concepts, processes, the use of subject specific terminology and the role of the art form in original or displaced contexts. Students demonstrate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
- **Criterion B: Developing Skills.** Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- **Criterion C: Thinking creatively.** Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- **Criterion D: Responding.** Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
The Arts: Yr7 Visual Arts Statements of Inquiry: <ul style="list-style-type: none"> <li>• Interpretation is dynamic across cultural and social contexts.</li> <li>• The arts play an important role in developing and expressing personal and cultural identities</li> <li>• Art making occurs in a variety of situations and provides opportunities for personal exploration, expression and communication of ideas and challenges.</li> </ul>	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process journal	Ongoing
Persuasive writing	Week 4
Realistic Self-Portrait (Pencil)	Week 5
Artist Study	Week 6
Enlarging an Animal (Charcoal & Conte-Form, value/tone)	Week 7
Inner-Animal Mask (Clay)	Week 10
Logo Design	Week 15
Photographic Story	Week 18

# DESIGN

## Creative Design

### MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Inquiring and Analysing - Students analyse a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develop accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

### Units of Inquiry

Product Designs and Specifications

Statement of Inquiry: When designing and developing products, the creator must evaluate its function and form, through considering the product's sustainability to meet the needs of a global market.

#### Assessment Task

#### Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Safety Booklet

Week 3

Product Design and Research Task 1

Week 3

Product completion Task 1

Week 9

Product Design and Research Task 2

Week 13

Product completion Task 2

Week 19

# Digital Technology

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- **Criterion A: Inquiring and Analysing** - Students analyses a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- **Criterion B: Developing ideas** – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- **Criterion C: Creating a Solution** - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- **Criterion D: Evaluating** - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Understanding Digital Systems and Data Statement of Inquiry: Designers adapt the form in which information is communicated in order to make it accessible to the end-user.	
Game Design Statement of Inquiry: Designers can use technology to convey a message of importance to the community.	
Crack the Code Statement of Inquiry: Designers can use code to add functionality and complexity to their products.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Research Task	Week 4
Design & Practical Task	Week 12
Design & Practical Task	Week 18
E-Portfolio	Week 19

# Introduction to Food Technology Rotation

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Inquiring and Analysing - Students analyses a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Introduction to Sensory Design - Crumble Statement of Inquiry: Design is an intentional and rigorous plan for improvement.	
Design Task - Pizza Statement of Inquiry: Specific criteria enables more effective design.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Practical Lessons	Weeks 4, 6, 9, 13, 17.
Crumble Design Task:	Week 9
Design Task - Pizza	Week 16
Demonstration Grids	Week 17

# Digital Technology

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Inquiring and Analysing - Students analyse a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develop accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Understanding Digital Systems and Data (4-5 weeks) Statement of Inquiry: Designers adapt the form in which information is communicated in order to make it accessible to the end-user.	
Game Design (8 weeks) Statement of Inquiry: Designers can use technology to convey a message of importance to the community.	
Crack the Code (6 weeks) Statement of Inquiry: Designers can use code to add functionality and complexity to their products.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Research Task	Week 4
Design & Practical Task	Week 12
Design & Practical Task	Week 18
E-Portfolio	Week 19

# Food Technology 1 Rotation (Term long course)

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Inquiring and Analysing - Students analyse a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develop accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Introduction to Sensory Design - Crumble Statement of Inquiry: Design is an intentional and rigorous plan for improvement.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Practical Lessons	Weeks 4, 6, 9
Demonstration Grids	Week 8
Crumble Design Task	Week 9

# INDIVIDUALS AND SOCIETIES

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students use a range of terminology in context. Students demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
- Criterion B: Investigating - Students formulate/choose a clear and focused research question, explaining its relevance. Students formulate and follow an action plan to investigate a research question. Students use methods to collect and record relevant information. Students evaluate the process and results of the investigation, with guidance.
- Criterion C: Communicating - Students communicate information and ideas in a way that is appropriate for the audience and purpose. Students structure information and ideas according to the task instructions. Students create a reference list and cite sources of information.
- Criterion D: Thinking critically - Students analyse concepts, issues, models, visual representation and/or theories. Students summarize information to make valid, well-supported arguments. Students analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations. Students recognize different perspectives and explain their implications.

Units of Inquiry	
History Mysteries Statement of Inquiry: Objects from the past tell stories about people and culture.	
Ancient Civilisations Statement of Inquiry: Powerful civilisations have an ongoing influence on other cultures.	
Australian Democracy Statement of Inquiry: Australia's culture and identity constantly changes.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
History Mysteries: Museum Exhibit task (in-class)	Week 4
Ancient Civilisations: Inquiry task	Week 13
Australian Democracy	Ongoing (Week 15-20)

# LANGUAGE ACQUISITION

## French

### MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to simple short phrases. Students interact in simple and rehearsed exchanges, using verbal and non-verbal language. Students use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics. Students communicate with a sense of audience.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize basic information and use a range of basic cohesive devices. Students use language to suit the context.

### Units of Inquiry

Qui suis-je ?

Statement of Inquiry: Communicating with a clear accent and function of message leads to formation of identity, can help to interconnect a global community, and reduce the differences between people.

Connexions dans le monde

Statement of Inquiry: Connections are formed in a range of contexts, requiring different language patterns for different relationships.

### Assessment Task

### Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Introductions - Listening

Week 7

Introductions - Writing and Speaking

Week 9

Interview - Family

Week 15

Family – Reading

Week 15

# Indonesian

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- **Criterion A: Comprehending spoken and visual text** - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- **Criterion B: Comprehending written and visual text** - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- **Criterion C: Communicating in response to spoken and/or written and/or visual text** - Students respond appropriately to simple short phrases. Students interact in simple and rehearsed exchanges, using verbal and non-verbal language. Students use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics. Students communicate with a sense of audience.
- **Criterion D: Using language in spoken and/or written form** - Students write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize basic information and use a range of basic cohesive devices. Students use language to suit the context.

## Units of Inquiry

Siapa saya? - Who am I?

Statement of Inquiry: Language is culture in motion. It is through language that we understand ourselves and the culture to which we belong.

Aku dan duniaku? - Me and my world?

Statement of Inquiry: Connections are shaped through different contexts and require a different language pattern.

### Assessment Task

### Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Reading and listening comprehension

Week 7

Self-introduction conversation

Week 9

Family interview

Week 14

# Japanese

## MYP Assessment Criteria

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- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to simple short phrases. Students interact in simple and rehearsed exchanges, using verbal and non-verbal language. Students use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics. Students communicate with a sense of audience.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize basic information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Me, Myself and Japan Statement of Inquiry: Language is culture in motion. It is through language that we understand ourselves and the culture which we belong to.	
Family Relationships Statement of Inquiry: Identity and relationships are defined by our connections with others.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Responding Test	Week 9
Speaking Test	Week 13
Writing Test	Week 15

# LANGUAGE AND LITERATURE

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- **Criterion A: Analysing** - Students identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts. Students identify and explain the effects of the creator's choices on an audience. Students justify opinions and ideas, using examples, explanations and terminology. Students interpret similarities and differences in features within and between genres and texts.
- **Criterion B: Organizing** - Students employ organizational structures that serve the context and intention. Students organize opinions and ideas in a coherent and logical manner. Students use referencing and formatting tools to create a presentation style suitable to the context and intention.
- **Criterion C: Producing text** - Students produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process. Students make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Students select relevant details and examples to develop ideas.
- **Criterion D: Using language** - Students use appropriate and varied vocabulary, sentence structures and forms of expression. Students write and speak in an appropriate register and style. Students use correct grammar, syntax and punctuation. Students spell (alphabetic languages), write (character languages) and pronounce with accuracy. Students use appropriate non-verbal communication techniques.

Units of Inquiry	
Novel study: Identity Statement of Inquiry: Within multiple genres and settings, the study of characters and relationships enables us to connect and empathise with others.	
Personal Narratives Statement of Inquiry: Personal stories communicate individual and cultural identities that change with different perspectives.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Analytical Three Texas Paragraphs	Week 8
Oral Presentation	Week 12
Autobiographical Narrative	Week 15

# MATHEMATICS

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- **Criterion A: Knowing and understanding** – Students select appropriate mathematics when solving problems in both familiar and unfamiliar situations. Students apply the selected mathematics successfully when solving problems. Students solve problems correctly in a variety of contexts.
- **Criterion B: Investigating patterns** – Students select and apply mathematical problem-solving techniques to discover complex patterns. Students describe patterns as relationships and/or general rules consistent with findings. Students verify and justify relationships and/or general rules.
- **Criterion C: Communicating** – Students use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations. Students use appropriate forms of mathematical representation to present information. Students move between different forms of mathematical representation. Students communicate complete and coherent mathematical lines of reasoning. Students organize information using a logical structure.
- **Criterion D: Applying mathematics in real-life contexts** – Students identify relevant elements of authentic real-life situations. Students select appropriate mathematical strategies when solving authentic real-life situations. Students apply the selected mathematical strategies successfully to reach a solution. Students explain the degree of accuracy of a solution. Students explain whether a solution makes sense in the context of the authentic real-life situation.

Units of Inquiry	
Quantifying our World - Whole numbers, Number Systems and Integers Statement of Inquiry: Numbers help us describe the world.	
Summarising with Numbers – Statistics and Algebra Statement of Inquiry: Decision-making can be improved by using models to represent data and relationships.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Numeracy Quiz	Week 4
Number Systems Investigation	Week 7 (for Harmony Day presentation)
Integers quiz	Week 10
Statistics Assignment	Week 14
Algebra Test	Week 18

# PHYSICAL & HEALTH EDUCATION

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Knowing and understanding – Students describe physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students outline goals to enhance performance. Students design and explain a plan for improving physical performance and health.
- Criterion C: Applying and performing – Students demonstrate and apply a range of skills and techniques. Students demonstrate and apply a range of strategies and movement concepts. Students outline and apply information to perform effectively.
- Criterion D: Reflecting and improving performance – Students describe and demonstrate strategies to enhance interpersonal skills. Students explain the effectiveness of a plan based on the outcome. Students explain and evaluate performance.

Units of Inquiry	
Practical - Athletics, Cross Country, Striking, Throwing and Catching, Kicking, Racquet Sports Statements of Inquiry: We develop connections and relationships with the surrounding environments and make necessary adaptations to meet our differing energy needs. Players are more effective when they adapt to the space available and communicate clearly with each other.	
Health - Safety, Nutrition. Statements of Inquiry: Lifestyle choices can impact the relationships between body systems that support physical and mental wellbeing. Changes in attitude, motivation and identity can impact on a healthy lifestyle.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Athletics	Due date to be negotiated by class teacher
Cross Country/Fitness	Due date to be negotiated by class teacher
Striking	Due date to be negotiated by class teacher
Throwing and Catching	Due date to be negotiated by class teacher
Kicking	Due date to be negotiated by class teacher
Racquet Sports	Due date to be negotiated by class teacher
Health Poster	Week 7
Safety	Week 9
Nutrition	Week 15

# SCIENCES

## MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students describe scientific knowledge. Students apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations. Students analyse information to make scientifically supported judgments.
- Criterion B: Inquiring and designing - Students describe a problem or question to be tested by a scientific investigation. Students outline a testable hypothesis and explain it using scientific reasoning. Students describe how to manipulate the variables, and describe how data will be collected. Students design scientific investigations.
- Criterion C: Processing and evaluating - Students present collected and transformed data. Students interpret data and describe results using scientific reasoning. Students discuss the validity of a hypothesis based on the outcome of the scientific investigation. Students discuss the validity of the method. Students describe improvements or extensions to the method.
- Criterion D: Reflecting on the impacts of science - Students describe the ways in which science is applied and used to address a specific problem or issue. Students discuss and analyse the various implications of using science and its application in solving a specific problem or issue. Students apply scientific language effectively. Students document the work of others and sources of information used.

Units of Inquiry	
Physical Sciences - Forces & Simple Machines Statement of Inquiry: Scientific and technical innovation is enhanced by the understanding of how unbalanced forces change the motion of an object.	
Chemical Sciences - Mixtures & Solutions Statement of Inquiry: Using a range of techniques, mixtures containing a combination of pure substances can be separated (changed) and their forms can be described by their physical properties.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Static Friction Practical	Week 5
Forces Test	Week 6
Properties of Substances & Mixtures	Week 14
Substances & Mixtures Test	Week 15