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Year 7 Unit Outlines Semester 2

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.	
Reflective process journal	Ongoing
Creative Practical Task	Week 10
Persuasive Written Task	Week 15
Choreographic Performance	Week 16

Drama

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	
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

Media Arts 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: 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
Logo Design Statement of Inquiry: Interpretation is dynamic across cultural and social contexts.
Storytelling through Photography Statement of Inquiry: Interpretation is dynamic across cultural and social contexts.

Assessment Task	Due Date	
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.		
	Term 3	Term 4
Logo Design	Week 4	Week 14
Storytelling through Photography	Week 10	Week 18

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.

- 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	
Graphic Score; Persuasive Writing; Pachelbel's Canon – keyboard skills; Blues; Film Music Statements of Inquiry: • Communication is vital in presenting an interpretation to an audience. • Communities evolve through intercultural understanding. • We can use 12-bar blues form to present a narrative. • Representation of genre needs to be considered when creating film music.	
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 14
Film Music	Week 17

Textile 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	
Printmaking Unit: INSECTology Statement of Inquiry: Many cultures consider balance and harmony found in nature to be the cornerstones of aesthetics.	
Assessment Task	**Due Date**
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Research Texile Art Slide presentation	Week 2
Persuasive Essay - Artist Reseach	Week 15
Textile Wall Art: INSECTS AND NATURE	Week 18

Visual Arts 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: Knowing and understanding. Students demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language. Students demonstrate knowledge of the role of the art form in original or displaced contexts. Students use acquired knowledge to inform their 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 outline a clear and feasible artistic intention. Students outline alternatives, perspectives, and imaginative solutions. Students demonstrate the exploration of ideas through the developmental process to a point of realization.
- Criterion D: Responding. Students outline connections and transfer learning to new settings. Students create an artistic response inspired by the world around them. Students evaluate the artwork of self and others.

Units of Inquiry		
Identity and Culture Statement of Inquiry: Interpretation is dynamic across cultural and social contexts.		
Assessment Task	**Due Date**	
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.		
	Term 3	**Term 4**
Artist Study of Reg Mombassa - Persuasive Essay	Week 5	Week 5
My Identity in Pictures	Week 7	Week 7
Inner Animal Clay Mask	Week 10	Week 9
Art Diary/Process Journal	Week 10	Week 9
Elements of Art Booklet	Week 10	Week 9

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 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		
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.		
	Term 3	**Term 4**
Safety Booklet	Week 3	Week 3
Product Design and Research	Week 3	Week 3
Product completion	Week 9	Week 8

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 develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing an Idea - Students analyses a group of similar products that inspire a solution to the problem. Students presents the chosen design and outlines the reasons for its selection with reference to the design specification. Students develops accurat
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follows the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen desig
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. 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 and Web 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

Introduction to Food 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	
Introduction to Sensory Design - Crumble Statement of Inquiry: Design is an intentional and rigorous plan for improvement.	
Criteria for Sensory Design - 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, 16.
Crumble Design Task:	Week 19
Design Task - Pizza	Week 16
Demonstration Grids	Week 17

STEAM

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 develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing an Idea - Students analyses a group of similar products that inspire a solution to the problem. Students presents the chosen design and outlines the reasons for its selection with reference to the design specification. Students develops accurat
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follows the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen desig
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students describe how the solution could be improved.

Units of Inquiry
Introduction to Robotics Statement of Inquiry: Designers adapt the form in which information is communicated in order to make it accessible to the end-user.
Introduction to 3D Design and Printing Statement of Inquiry: Manipulating form and function can cause change within a system.
Introduction to Coding using Scratch Statement of Inquiry: Designers adapt the form in which information is communicated in order to make it accessible to the end-user.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
EV3 Robotics Challenge	Week 4
3D Design Challenge	Week 8

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
Water in the World
Statement of Inquiry: Healthy water systems provide meaning and inspiration to cultures.
Place and Liveability
Statement of Inquiry: Communities change through interaction with the environment.
Civics 101
Statement of Inquiry: Our choices impact the global economy and our resources.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Creative Response and Rationale	Week 7
Case study	Week 13
Civics Assessment	Week 14-16

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
Ma famille et moi Statement of Inquiry: Using accurate structures and accent allows us to convey a message and make connections with others.
Tu me comprends? Statement of Inquiry: Learning a language involves thinking creatively in order to understand and convey meaning.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Family – listening task	Week 5
Family – speaking task	Week 7
School - reading task	Week 15
Directions - writing	Week 16

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
Menavigasi duniaku- Navigating my world Statement of Inquiry: The purpose of language learning is to communicate with others to better understand their message.
Mari kita rayakan!- Let's celebrate! Statement of Inquiry: Cultural norms and differences are based on individuals point of view and context.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening test	Week 5
Interview task	Week 7
Reading test	Week 15
Writing test	Week 16

Japanese

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
Let's Celebrate!   Statement of Inquiry: Cultural meanings and conventions affect our use of time and space.
Going Out for the Day   Statement of Inquiry: Language is used purposefully to communicate about the personal and cultural world around us.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening Task	Week 5
Speaking Task	Week 7
Writing Task	Week 9
Reading Task	Week 14

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
Imagined Worlds Statement of Inquiry: Writers are able to use their creativity to move beyond the bounds of space and time through exploring familiar themes in unfamiliar settings.
World Cinema and Perspectives Statement of Inquiry: Critical literacy helps us understand that perspectives and purpose can influence an audience.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Imagined Worlds Creative Response	Week 6
Analytical Essay	Week 10
Film Techniques Oral Presentation	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
Parts of a Whole
Statement of Inquiry: Students will understand that different can be equal through exploring fractions, decimals, percentages and probability.
Shape
Statement of Inquiry: Students will understand how form and shape allows us to describe real world objects through exploring aspects of measurement and geometry.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Rational numbers task	Week 2
Probability test	Week 7
Rational numbers assignment	Week 10
Measurement assignment	Week 15
Geometry in-class investigation	Week 16
Geometry 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- Dance, Hockey, Mod Tennis, Buroinjin/European Handball, Football (Soccer), Basketball, Fitness. Statements of Inquiry: • We begin to understand the need for communication skills through interacting in teams. • We begin to understand the effect of balance and movement during the changes that occur in competitions.	
Health - Puberty and Relationships Statement of Inquiry: We develop an understanding of the physical, psychological and social changes in ourselves and how our body adapts to function as an adult.	
Assessment Task	**Due Date**
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Summative- Planning for performance and reflecting and improving performance.	
Formative assessment- Ongoing class tasks and class participation, including peer and individual feedback on progress	Ongoing
Dance	Week 2
Health – Relationships and Puberty	Week 5
T-ball	Ongoing
Hockey	Ongoing
Mod Tennis	Ongoing
Buroijin/European handball/Basketball	Ongoing
Football (Soccer)	Ongoing
Fitness	Ongoing

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
Earth Resources
Statement of Inquiry: Students will understand that patterns within systems influence the way we use resources through inquiry into systems within the environment on Earth and beyond.
Cycles & Seasons
Statement of Inquiry: Students will understand that patterns within systems influence the way we use resources through inquiry into systems within the environment on Earth and beyond.
Classification
Statement of Inquiry: Students will understand that a variety of factors influence the diversity of living things through inquiry into human interactions within ecosystems.
Ecology
Statement of Inquiry: Students will understand that a variety of factors influence the diversity of living things through inquiry into human interactions within ecosystems.

Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Resources Assignment	Week 4
Resources Test	Week 5
Classification Assignment	Week 14
Classification Test	Week 14