

# Curriculum - MYP 1

- Term end exam will be held based on the complete term syllabus between 17th Oct to 21st Oct for term 1 and 10th April to 15th April for term 2.

## Language and Literature (English)

<b>Unit 1: Childhood</b>		<b>Duration: July - August (8 Weeks)</b>	
<b>Contents: Literature-</b> <b>Play- Post office by Rabindranath Tagore, Introduction to drama and dramatist, Explore the elements of drama. Outline the character qualities. Comment on the end of the play.</b> <b>Grammar –Synonyms, Antonyms, Tense of verb, Punctuation, Adjectives</b> <b>Language - Summarization, Draft an Informal Letter, writing short script</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criteria B and C</b>	<b>Scripting and enacting drama with theme based on childhood.</b>	<b>22.07.16</b>	<b>08.08.16</b>
<b>Criteria A and D</b>	<b>Compare and contrast characters with proper punctuation, adjectives, verbs and informal letter</b>	<b>23.08.16</b>	<b>23.08.16</b>
<b>Unit 2: Children Omnibus</b>		<b>Duration: Sep-Oct- Nov (10-12 Weeks)</b>	
<b>Contents: Literature:</b> <b>Introduction to story - Children Omnibus by Ruskin Bond, Explore the types of stories, Analyse the genres of story.</b> <b>Language- Create own stories, Diary Entry</b> <b>Grammar -Subject- verb Concord, Articles, Suffix and prefix, reported speech</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criteria B and C</b>	<b>Story writing</b>	<b>21.09.16</b>	<b>29.09.16</b>
<b>Criteria A and D</b>	<b>Compare and contrast characters,</b>	<b>14.10.16</b>	<b>14.10.16</b>
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>18.10.16</b>	<b>18.10.16</b>

<b>II Term</b>			
<b>Unit 4: Lyrical World</b>		<b>Duration: Jan-Feb (8 Weeks)</b>	
<b>Literature- Introduction to Poetry and its forms, Explore various types of poetry and poets, Assorted poetry</b> <b>Language - Critical Analysis of poetry, Narrative writing and Summarization</b> <b>Grammar - Idioms and proverbs, Prepositions, Modals</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criteria B and C</b>	<b>Composing own poems and recitation</b>	<b>20.12.16</b>	<b>12.01.17</b>
<b>Criteria A and D</b>	<b>Pen-paper test on the whole content</b>	<b>23.1.2017</b>	<b>23.1.2017</b>
<b>Unit 4: Adventure</b>		<b>Duration: March - April (8 Weeks)</b>	
<b>Contents:</b> <b>Literature- Novel, The Adventures of Tom Sawyer - Mark Twain, Description about the author,</b> <b>Language- Compare and Contrast characters, Drafting a formal Letter, Diary entry, Creating an advertisement</b> <b>Grammar : Conjunctions, Homophones and homonyms and one-word substitution</b>			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criteria B and C (All strands)</b>	<b>Formal Letter writing and diary entry</b>	<b>27.02.17</b>	<b>8.3.2107</b>
<b>Criteria A and D</b>	<b>Compare and contrast characters, Knowledge and understanding based questions OR Diary Entry</b>	<b>20.03.17</b>	<b>20.03.17</b>
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>11.04.17</b>	<b>11.04.17</b>

## Language and Literature (Hindi)

<b>Unit 1: प्रकृति और मानव</b>	<b>Duration: July – August</b>
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			(8 weeks)
<b>Contents:</b> व्याकरण-संज्ञा,सर्वनाम,क्रिया की परिभाषा,वर्ण-विच्छेद, १.श्रेय,२.पेड़ों को मत काटो, ३.गंगा मैली न होने पाए, ४.अनूठा गुजरात रचनात्मक लेखन- पत्र-लेखन-औपचारिक-अनौपचारिक,अनुच्छेद लेखन, १०१ अमर कथाएँ (प्रेमकिशोर शर्मा)			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion C &amp; D</b>	Pen-paper test	<b>July 18,2016</b>	<b>July 18,2016</b>
<b>Criterion A &amp; B</b>	पत्र-लेखन	<b>August 26,2016 (Home Task)</b>	<b>August 31,2016</b>
<b>Unit 2: दयालुता</b>		<b>Duration: Sep.-Nov. (8-10 weeks)</b>	
<b>Contents:</b> व्याकरण-विलोम शब्द, पर्यायवाची शब्द,वाक्यांश के लिए एक शब्द। 1.माँ कह एक कहानी, 2.नीलू, 3.प्रभाती,रचनात्मक लेखन- संस्मरण लेखन, पत्र-लेखन-औपचारिक-अनौपचारिक, १०१ अमर कथाएँ (प्रेमकिशोर शर्मा)			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
Criterion C & D	Paper-pen test	<b>Sept.28,2016</b>	<b>Sept.28,2016</b>
Criterion A & B	संस्मरण लेखन (Home Task)	<b>Oct.24 .2016</b>	<b>Oct.29,2016</b>
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>20.10.16</b>	<b>20.10.16</b>
<b>II Term</b>			
<b>Unit 3: नैतिकता और मनुष्य</b>		<b>Duration: Dec.- Jan.(8 to 10 Weeks)</b>	
<b>Contents:</b> "व्याकरण-कारक,वाक्य के भेद,लिंग,वचन,उपसर्ग,प्रत्यय रचनात्मक लेखन- पत्र-लेखन-औपचारिक-अनौपचारिक,निबंध लेखन १. बुद्धि बड़ी या पैसा, २. झूठ का अलार्म, ३. चिट्ठी के अक्षर, ४. मित्रता १०१ अमर कथाएँ (प्रेमकिशोर शर्मा)			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A,B,C,D</b>	निबंध लेखन	<b>Dec 20,2016 (Home Task)</b>	<b>Jan 25,2017</b>
<b>Unit 4: हास्य व्यंग्य</b>		<b>Duration: Feb- March (8 weeks)</b>	

<b>Contents:</b> "व्याकरण-वर्ण-विच्छेद, विराम-चिह्न,तत्सम,तद्भव,विदेशी शब्द, मुहावरे। १.साइकिल की सवारी, 2. काका हाथरसी के पत्र रचनात्मक लेखन-अनुच्छेद लेखन,पत्र-लेखन-औपचारिक-अनौपचारिक, १०१ अमर कथाएँ (प्रेमकिशोर शर्मा)			
<b>Summative assessments:</b>			
Criterion/ task	Course content	Date of assignment	Date of submission
Criterion C & D	Paper-pen Test	Feb.20,2017	Feb.20,2017
Criterion A & B	अनुच्छेद लेखन	March 6,2017	March 20,2017
Term end exam	Complete course of II term	13.04.17	13.04.17

## Hindi B

<b>Unit 1: अंतःप्रभाव</b>		<b>Duration: July – August 2 weeks (6 weeks)</b>	
<b>Contents:</b> व्याकरण- संज्ञा,सर्वनाम,किया की परिभाषा, पाठ-"-१.ज्ञान की ज्योति जलाएँगे, २.स्वावलंबी, रचनात्मक लेखन- पत्र-लेखन-औपचारिक-अनौपचारिक, अमृत-संचय- प्रेमचंद			
<b>Summative assessments:</b>			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion D	पत्र-लेखन	July 25,2016	July 25,2016
Criterion B	अपठित गद्यांश	July 18,2016	July 18,2016
Criterion A,C	स्वावलंबन	August 26,2016	August 26,2016
<b>Unit 2: अंतःप्रभाव</b>		<b>Duration: Sept. to Nov. (10 to 12 Weeks)</b>	
<b>Contents:</b> "व्याकरण-कारक,वाक्य के भेद, रचनात्मक लेखन- पत्र-लेखन-औपचारिक-अनौपचारिक देश हमारा.प्रथम प्रधानमंत्री-पं. जवाहरलाल नेहरू. पुष्प की अभिलाषा अमृत-संचय-प्रेमचंद ,मोर की कहानी"			
<b>Summative assessments:</b>			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion A & D	प्रथम प्रधानमंत्री-पं. जवाहरलाल नेहरू.	Sept.28,2016	Sept.28,2016
Criterion B,	अपठित गद्यांश	Oct.14.2016	Oct.14.2016
Criterion C	स्वरचित काव्य वाचन	Nov.1,2016	Nov.4,2016

Term end exam	Complete course of I term	20.10.16	20.10.16
<b>II Term</b>			
<b>Unit 3: प्रकृति</b>		<b>Duration: Dec- Jan (8 to 10 Weeks)</b>	
<b>Contents:</b> "व्याकरण-वर्ण-विच्छेद ,मेरी बिटिया रानी.हीरे की आत्मकथा,अद्भुत भंडार घर रचनात्मक लेखन-अपठित गद्यांश अमृत-संचय-प्रेमचंद"			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A &amp; D</b>	हीरे की आत्मकथा (आत्मकथा लेखन)	Dec.15,2016	Dec.15,2016
<b>Criterion B</b> <b>Criterion C</b>	अपठित गद्यांश मौखिक प्रस्तुति	Jan.5,2017 Jan.17,2017	Jan.5,2017 Jan.25,2017
<b>Unit 4: प्रकृति</b>		<b>Duration: Feb.-March (8 weeks)</b>	
<b>Contents:</b> "व्याकरण-विराम-चिह्न ,रचनात्मक लेखन-भाषण,मन भावन सावन , भक्ति पदावली,मंत्र,नीलू अमृत-संचय-प्रेमचंद"			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A &amp; D</b>	मंत्र नीलू पर आधारित	March 24,2017	March25,2017
<b>Criterion B</b>	अपठित गद्यांश	Feb.22,2017	Feb.22,2017
<b>Criterion C</b>	मौखिक प्रस्तुति(भाषण)	March 6,2017	March 14,2017
Term end exam	Complete course of II term	13.04.17	13.04.17

## French

<b>Unit 1: La France</b>	<b>Duration: July – August (8 weeks)</b>
<p><b>Contents:</b> Recognizing and understanding the meaning of Contracted articles. (Les article contrates)</p> <p>Understanding the meaning and the correct usage of two verbs together. (Utilizer deux verbes)</p> <p>Analyzing various linguistic elements and structures while studying various French festivals. (Les fetes francaises)</p> <p>Identifying various cities in France. (Les villes de France)</p> <p>Synthesizing various basic and apparent facts about the education system of France. (La vie scolaire en France)</p>	

<b>Identifying Culture et Civilization. (Culture and Civilization)</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A</b>	<b>Questions related to a video clip on any French festival.</b>	<b>July 15, 2016</b>	<b>July 15, 2016</b>
<b>Criteria B &amp; D</b>	<b>Letter writing and comprehension</b>	<b>August 22, 2016</b>	<b>August 22, 2016</b>
<b>Criteria C</b>	<b>Describe an image (Any French monument)</b>	<b>August 29, 2016</b>	<b>August 29, 2016</b>
<b>Unit 2: Les Salutations</b>		<b>Duration: September - October (8 weeks)</b>	
<p><b>Contents: Developing ability to identify alphabets and numbers(Les alphabets et les chiffres)</b>  <b>Recognizing and understanding the meanings and significance of various greetings.(Les salutations)</b>  <b>Recognizing and understanding the meaning of pronouns. (Les pronoms sujets)</b>  <b>Interpreting the concept of gender. (L'introduction au masculin et feminin)</b>  <b>Analyzing various linguistic elements and structures while studying various common nouns and vocabulary.(Les noms/vocabulaire)</b>  <b>Understanding the meaning and the correct usage of two basic verbs ;etre and avoir.(Les verbes : etre et avoir)</b>  <b>Evaluating the usage of articles, adjectives, possessive adjectives and prepositions. (Les articles, Les adjectives,Les adjectives possessifs, Les prepositions et les prepositions de lieu)</b>  <b>Analyzing various linguistic elements and structures while studying various nouns related to family.(Les noms de la famille)</b>  <b>Identifying various family relations. (Ma famille)</b>  <b>Synthesizing various basic and apparent facts about oneself. (Presentez-vous)</b></p>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion C</b>	<b>Oral on the topic 'Presentez-vous'.</b>	<b>September 19, 2016</b>	<b>September 19, 2016</b>
<b>Criteria A</b>	<b>Video related to Salutations.</b>	<b>October 06, 2016</b>	<b>October 06, 2016</b>
<b>Criteria B &amp; D</b>	<b>Paragraph writing on the topic 'Describe your family' and Comprehension.</b>	<b>October 24, 2016</b>	<b>October 24, 2016</b>
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>20.10.16</b>	<b>20.10.16</b>

II Term			
<b>Unit 3: De nos jours</b>		<b>Duration: Duration: November, December, January (12 weeks)</b>	
<p><b>Contents: Identifying animals (Les animaux)</b>  <b>Identifying pets (Les animaux de compagnie)</b>  <b>Analyzing various linguistic elements and structures while studying various nouns related to colors, time, days, months. (Les couleurs, le temps, les jours, les mois)</b>  <b>Recognizing and understanding the meanings and significance of various seasons. (Les saisons)</b>  <b>Construct meaning on the importance sports(Les sports)</b>  <b>Interpreting hobbies(Les loisirs)</b>  <b>Evaluating the usage of Framing questions(Posez des questions)</b>  <b>Recognizing and understanding the meaning of pronoun On (Le pronom "On")</b>  <b>Synthesizing various basic and apparent facts to describe 'What you do to help at home?' (Qu'est vous faites pour aider a la maison?)</b>  <b>Analyzing various linguistic elements and structures while speaking about your likes, dislikes and preference. (Parlez sur le topic 'Qu'est vous aimez ou n'aimez pas? ou Qu'est vous preferez ou deteste ?)</b></p>			
<b>Summative assessments:</b>			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion A	Questions related to a video clip on the topic 'Les animaux'.	November 21, 2016	November 21, 2016
Criterion C	Describe an image on the topic 'Les Saisons'.	December 07, 2016	December 07, 2016
Criteria B & D	Paragraph writing 'Les loisirs' and an unseen passage.	January 25, 2017	January 25, 2017
<b>Unit 4: Au college</b>		<b>Duration: February, March (8 weeks)</b>	
<p><b>Contents: Analyzing various linguistic elements and structures while studying various common nouns and vocabulary related to the class. (Le vocabulaire de la classe)</b>  <b>Synthesizing various basic and apparent facts about subjects. (Les metiers)</b>  <b>Construct meaning of Rules in the school. (Des regles au college)</b>  <b>Analyzing various linguistic elements and structures while studying various common nouns and vocabulary related to rooms. (Les salles)</b>  <b>Construct meaning and write a message. (Ecrivez un message.)</b>  <b>Construct meaning while describing your school.(Decrivez votre ecole)</b>  <b>Evaluating for or against school uniform. (Pour ou contre l'uniforme scolaire.)</b>  <b>Interpreting on the topic 'What do we do in school?' (Qu'est-ce que nous faisons au college ?)</b></p>			

<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criterion A</b>	Questions related to a video clip on the topic 'Les metiers'	<b>February 22, 2017</b>	<b>February 22, 2017</b>
<b>Criterion C</b>	Oral activity on the topic 'My school'.	<b>February 27, 2017</b>	<b>February 27, 2017</b>
<b>Criteria B &amp; D</b>	Write a message and unseen passage	<b>March 29, 2017</b>	<b>March 29, 2017</b>
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>13.04.17</b>	<b>13.04.17</b>

## Mathematics

<b>Unit 1: Number System (I) [Knowing Numbers]</b>		<b>Duration: July – August (6 weeks)</b>	
<b>Contents: Number System, Factors and Multiples, Natural and Whole Numbers</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criteria C &amp; D (common for IDU)</b>	<b>Number System,</b>	<b>August 17, 2016</b>	<b>September 7, 2016</b>
<b>Criterion B</b>	<b>Number System, Factors and Multiples,</b>	<b>August 5, 2016</b>	<b>Same day and Lesson (Class test)</b>
<b>Criterion A</b>	<b>Number System, Factors and Multiples, Natural and Whole Numbers</b>	<b>August 12, 2016</b>	<b>Same day and Lesson (Class test)</b>
<b>Unit 2: NUMBER SYSTEM (II) [Forms and Representation]</b>		<b>Duration: August- October (9 weeks)</b>	
<b>Contents: Integers, Fractions, Decimals</b>			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>



<b>Criterion A</b>	<b>Integers and Fractions</b>	<b>September 28, 2016</b>	<b>Same day and Lesson (Class test)</b>
<b>Criteria C &amp; D</b>	<b>Integers, Fractions and Decimals</b>	<b>03 October</b>	<b>October 14, 2016</b>
<b>Criterion B</b>	<b>Integers, Fractions and Decimals</b>	<b>October 13, 2016</b>	<b>Same day and Lesson (Class test)</b>
<b>Term end exam</b>	<b>Complete course of I term</b>	<b>17.10.16</b>	<b>17.10.16</b>
<b>Unit 3: IDU - Mathematics with I &amp; S</b>		<b>Duration: August-September ( 3 weeks)</b>	

**Contents: Number Systems, Maps, Heat-zones (Climatic condition, Natural resources) and population growth.**

**Summative assessments:**

<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
<b>Criteria A, B, C &amp; D</b>	<p><b>Mathematics</b> 1. Number System 1.1 Face value and Place value 1.2 Indian and International place value systems 1.3 Comparing two numbers 1.4 Ascending and Descending Order 1.5 Rounding off Numbers.</p> <p><b>I &amp; S:</b> Geographical skills 1. Latitudes and Longitudes, Motion of the Earth, 2. Map skills and locating places, 3. Major Realms of the Earth, Sketch the realms of the earth 4. Heat zones. Temperate zone, torrid zone, and frigid zone. Conditions for human survival in various heat zones 5. Our country India-Sub continent 6. Natural Resources and wildlife, Climate and Continent Asia and Africa.</p>	<b>August 17, 2016</b>	<b>September 7, 2016</b>

**II Term**

<b>Unit 4: Algebra</b>	<b>Duration: October- November (5 weeks)</b>
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**Contents: Algebraic Expressions**

**Summative assessments:**

<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
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Criterion A	Algebra	28 Nov, 2016	28 Nov, 2016
Unit 5: Statistics		Duration: December (4 weeks)	
Contents: Simple Statistics			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
Criterion B	Algebraic Expressions and Simple Statistics	Dec 15, 2016	Same day and Lesson (Class test)
Criteria C & D	Statistical Data, Mean Median, Mode	Dec 20, 2016	January 5, 2017

Unit 6: Geometry		Duration: January to March,2017 (10 weeks)	
Contents: Basic Geometry, Parallel Lines, Angles and Their Measurement, Constructions, Polygons, Triangles, Quadrilaterals, Circles, Three Dimensional Shapes, 2-D Linear Symmetry, Area and Perimeter			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
Criterion B	Parallel Lines, Polygons, Angles	Feb 20, 2017	Feb 20, 2017
Criterion A	Basic Geometry, Parallel Lines, Angles and Their Measurement, Polygons, Triangles, Quadrilaterals, Circles, Area and Perimeters, 2D linear symmetry	March 6, 2017	Same day and Lesson (Class test)
Criteria C & D	Angles and their measurements, Triangles and quadrilaterals, 3D shapes, Area and Perimeter	March 10, 2017	March 22, 2017
Term end exam	Complete course of II term	10.04.17	10.04.17

## Individuals and Societies

Unit 1: The world we live in-Part I(Geography and History )	Duration :July-Sept 11 Weeks)
IDU: I & S with Mathematics	

**Contents:**

Geographical skills 1. Latitudes and Longitudes, Motion of the Earth, 2.Map skills and locating places , 3.Major Realms of the Earth, Sketch the realms of the earth 4.Heat zones.: Temperate zone, torrid zone, and frigid zone. Conditions for human survival in various heat zones 5.Our country India-Sub continent 6.Natural Resources and wildlife, Climate and Continent Asia and Africa. History skills (Study of History) 7.The life of Hunters to farmers. Egyptian civilization, Chinese Civilization and Indus valley civilization. 8. The past origin, organization development(Egypt, Chinese and Indus civilization) and decline and its influence over the world and its contribution.

**Summative assessments:**

<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A & C	Geographical skills 1. Latitudes and Longitudes, Motion of the Earth, 2.Map skills and locating places, 3.Major Realms of the Earth, Sketch the realms of the earth, Heat zones. Temperate zone, torrid zone, and frigid zone. Conditions for human survival in various heat zones 5.Our country India-Sub continent 6.Natural Resources and wildlife, Climate and Continent Asia and Africa. History skills (Study of History) 7.The life of Hunters to farmers. Egyptian civilization, Chinese Civilization and Indus valley civilization. 8. The past origin, organization development (Egypt, Chinese and Indus civilization) and decline and its influence over the world and its contribution.	20/7/16	Class work-Same day
A,B,C,D	Geographical skills 1. Latitudes and Longitudes, Motion of the Earth, 2.Map skills and locating places , 3.Major Realms of the Earth, Sketch the realms of the earth 4.Heat zones.: Temperate zone, torrid zone, and frigid zone. Conditions for human survival in various heat zones 5.Our country India-Sub continent 6.Natural Resources and wildlife, Climate and Continent Asia and Africa.	16/08/16	3/09/16
Unit 2: : Citizenship : Working of political system & forms of government)		Sept-Nov. (10 weeks)	
<b>Contents:</b> 1.Types of discrimination 2.Need of government 3.Existing Government			

Systems (Dictatorship, democratic, monarchy, socialism, capitalism, communism) & key features. 4. Rights and Duties of citizens.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
A & C	1.Types of discrimination 2.Need of government 3.Existing Government	1/10/16	15/10/16
A,B,C,D	1.Types of discrimination 2.Need of government 3.Existing Government systems (Dictatorship, democratic, monarchy, socialism, capitalism, communism) & key features. 4.Rights and Duties of citizens.	2/10/16	2/11/16
<b>Term end exam</b>	<b>Complete course of I term</b>	21.10.16	21.10.16
Unit 3 Sustainability and Diversity: Economics, Business, need and want, working of a business.		Duration: December-February [2017] (10 Weeks)	
Contents: 1. Define and describe needs or wants 2.Define and explain goods and services, consumers and producers 3.Investigate -Working of a business and its contribution. 4. Justify -Sustainable use of resources.			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
A & B	Define and describe needs or wants 2.Define and explain goods and services, consumers and producers	15/12/16	5/1/17
A,B,C,D	.Define and describe needs or wants 2.Define and explain goods and services, consumers and producers 3.Investigate -Working of a business and its contribution. 4. Justify -Sustainable use of resources	15/1/17	10/2/17
<b>Unit 4: Resources and Sharing</b>		<b>Duration: March-April (8 weeks)</b>	
1. Natural resources, Human resources – 2.Investigate: Human work force. Capital resources, consumer goods and capital goods . 3. Explore and explain: Three basic questions of an economy. 4 .Document-Sharing of natural resources. 5.Rural Livelihoods and urban Livelihoods(in terms of sectors)			

<b>Summative assessments:</b>			
Criterion/ task	Course content	Date of assignment	Date of submission
A,B,C,D	1. Natural resources, Human resources – 2. Investigate: Human work force. Capital resources, consumer goods and capital goods 3. Explore and explain : Three basic questions of an economy. 3. Explore and explain : Three basic questions of an economy. 4. Document-Sharing of natural resources. 5. Rural Livelihoods and urban Livelihoods (in terms of sectors)	15/3/17	28/3/17
<b>Term end exam</b>	<b>Complete course of II term</b>	<b>15.04.17</b>	<b>15.04.17</b>

## Science- MYP 1

<b>Unit 1: Life on Earth</b>		<b>Duration: July to Sept. 1st week (10 weeks)</b>	
<p><b>Contents:</b> State and describe characteristics. Differentiate between plants and animals. State your understanding about Adaptation and its importance. State classification of living organisms on the basis of their form and function. Classification and its need. Describe structure and function of plant parts and their modification. Describe different parts of a typical flower Explain pollination, double fertilization and dispersal of fruits. Health and hygiene. State the Factors affecting maintenance of good health. Enumerate ways in which you can maintain cleanliness in the surrounding Enlist the modes of pollution. Enlist the factors that support disease spread.</p>			
<b>Summative assessments:</b>			
Criteria / task	Course content	Date of assignment	Date of submission
<b>Criterion D Essay/presentation</b>	<b>Human interference in fair development of life on earth</b>	<b>July 11, 2016</b>	<b>July 18, 2016</b>
<b>Criteria B, C Lab report</b>	<b>Factors affecting growth of plant</b>	<b>July 10, 2016 (setting up of experimental plants and observing growth upto 30 days)</b>	<b>August 16, 2016</b>
<b>Criteria A</b>	<b>Whole unit</b>	<b>September 6, 2016</b>	<b>September 6, 2016</b>

<b>Unit 2: Our Environment</b>	<b>Duration: Sept 2nd week to October week (7 weeks)</b>
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**Contents:** Justify that Earth is a unique planet in our solar system. Describe the three interactive components of our environment Justify that plants and animals are interdependent. Explain constituents of air State importance of air for living organisms Enumerate uses of oxygen. Discuss the reasons for rusting. List sources of water and importance of water for living creatures Justify that water is a universal solvent. Elaborate the causes of water pollution. Name the different types of rocks and describe their unique nature. Explain how soil is formed and describe the types of soil. Explain erosion and its effects.

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
Criteria B and C	Factors affecting rate of dissolving in water	September 22, 2016	September 26, 2016
Criterion D Essay/presentation	Causes and effects of depletion of ozone layer	September 29, 2016	October 5, 2016
Criterion A	Complete unit 2	October 13, 2016	Same day & lesson (Class test)
Term end exam	Complete course of I term	19/10/2016	19/10/2016

**II Term**

<b>Unit 3 (Part A): Motion, Force, Friction &amp; Energy</b>	<b>Duration: Nov - Jan (9 weeks)</b>
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**Contents:** Measure length, mass, density, area and volume, time and temperature Measure average. Define forces. Discuss effects of forces. Explain types of forces. Motion, types of motion, Laws of motion. Explain friction with the help of examples Establish relation between pressure and force. Describe different forms of energy and its transformation. Simple Machines. Explain the concept of work and describe the working of machines. Establish work-energy relationship.

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
Criteria B, C	Factors affecting the strength of an electromagnet	December 14, 2016	December 19, 2016
Criterion D	Man has become a slave to machines	December 21, 2016	January 4, 2017
Criteria A	Complete unit 3	February 7, 2017	Same day & lesson

			(Class test)
Criteria A (Model Making)	Any topic from the whole course	February 8, 2017	Presentation February 18 to 23, 2017 (Model will be exhibited on 28, Feb, 17)
<b>Unit 4: Matter</b>		<b>Duration: Feb 3rd week to April 2nd week (8 week)</b>	
<p><b>Contents:</b> Describe Matter and characteristics Discuss States of matter with examples Define Diffusion and discuss its application State the changes in states of matter Define Elements and compounds with examples Differentiate between metals and nonmetals Explain Language of chemistry Represent elements and compounds with the help of 'Chemical symbols' and 'chemical formula' Differentiate between Pure and Mixed substances Discuss types of mixtures Classify mixtures Enumerate characteristics of mixtures and compounds Elaborate methods of Separation of mixtures</p>			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
Criterion D	Changes around us and role of Science	February 23, 2017	March 6, 2017
Criteria B,C	Investigating factors affecting the solubility of a substance	March 8, 2017	March 15, 2017
Criteria A	Complete unit	March 28, 2017	Same day
Term end exam	Complete course of II term	12.04.17	12.04.17

## DESIGN

<b>Unit 1 : Digital Citizenship</b>		<b>Duration: 10 weeks</b>	
<p><b>Contents:</b> Complete Design cycle on Creating an appropriate product on Ethical use of technology. Describing Cyberbullying, Netiquette, Social Media, Copyright, Plagiarism.</p>			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A,B,C,D	Create an appropriate product on Ethical use of technology. Cyberbullying, Netiquette, Social Media, Copyright, Plagiarism.	July 20, 2016	Sep 2, 2016

<b>Unit 2: Extreme Makeover</b>		<b>Duration : 10 weeks</b>	
<b>Contents: Learning Google Sketchup and Home design 3D</b>			
<b>Summative assessments:</b>			
<b>Criterion/ task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
A,B,C,D	Creating Product using Sketchup Or Home Design	Oct 3 , 2016	Nov 16, 2016
<b>Unit 3: Data Handling - Basics</b>		<b>Duration : 10 weeks</b>	
<b>Contents: Learning Numbers/ Spreadsheet/ Excel with basic formulas</b>			
<b>Summative Assessments:</b>			
<b>Criterion / Task</b>	<b>Course Content</b>	<b>Date of Assignment</b>	<b>Date of Submission</b>
A,B,C,D	Working on Excel/ Spreadsheets/ Numbers to solve the given task.	Dec 16, 2016	Jan 31, 2017
<b>Unit 4 : Animation</b>		<b>Duration : 10 weeks</b>	
<b>Contents: Learning to create Animation using 2 different tools</b>			
<b>Summative Assessments:</b>			
<b>Criterion / Task</b>	<b>Course Content</b>	<b>Date of Assignment</b>	<b>Date of Submission</b>
A,B,C,D	Going through the complete design cycle and Creating an animation on a given topic.	Feb 10, 2017	March 21, 2017

## Physical and Health Education

<b>Unit 1:Basketball (team)</b>	<b>Duration: July – August 2 weeks (6 weeks)</b>
<b>Content - Basketball - Rules and Regulation of basketball. Dimension of basketball court. Dribbling: V shape,Cross over &amp; reverse. Shooting - Lay ups shot, Jump shot, Free throw or foul shot. Passing - Chest, Bounce &amp; Overhead pass, Footwork &amp; Pivoting. Basic movement of offense and defense.</b>	
<b>Summative assessments:</b>	



Criteria / task	Course content	Date of assignment	Date of submission
Criteria C & D (Performance based)	Dribbling: V shape,Cross over & reverse. Shooting - Lay ups shot, Jump shot, Free throw or foul shot. Passing - Chest, Bounce & Overhead pass, Footwork & Pivoting. Basic movement of offense and defense.	25th july 2016	20th August 2016
Criteria A(class test)	Rules and regulations of the game,strategy of the game	16th aug 2016	Same day
<b>Unit 2: Fitness/Conditioning</b>		<b>Duration: Sept- Oct (8 weeks)</b>	
Contents- Fitness: Fitness testing - endurance,speed,strength,flexibility and agility,Beep test,vertical jump,push-up,pull-up,plank Hold.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criteria B ,C	Fitness Planning and it application.	20 Oct 2016	30 Oct 2016
<b>Unit 3: - Diet and Nutrition</b>		<b>Duration: Nov- Dec (8 weeks)</b>	
Contents:Recap of nutrition - Food groups,the health eating food pyramid,The healthy food plate,healthy eating habits. Component of Nutritions: carbohydrate, fats, protein, vitamins, water, minerals.			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion- A	Food groups,the health eating food pyramid,The healthy food plate,healthy eating habits. Component of Nutritions: carbohydrate, fats, protein, vitamins, water, minerals	15 dec 2016	28 dec 2016

II Term			
Unit 4: invasion games		Duration: Jan-Feb (6 weeks)	
<p><b>Content:</b> Skills of the games ,rules strategies,movement concepts,positioning and scoring to be taught from different invasion games.10 pass, dodgeball,seven a side football,cricket with football.</p> <p>Basic rules,strategies,movements pattern and apply in small game situation.</p>			
Summative assessments:			
Criteria / task	Course content	Date of assignment	Date of submission
Criterion- C,D	Rules strategies,movement concepts,positioning and scoring to be taught from different invasion games.10 pass, dodgeball,seven a side football,cricket with football. basic rules,strategies,movements pattern and apply in small game situation.	15 feb 2017	23 feb 2017
Unit 5: Fitness testing		Duration: Feb-Mar (6 weeks)	
<p><b>Contents:</b>Fitness: Fitness testing - endurance,speed,strength,flexibility and agility,Beep test,vertical jump,push-up,pull-up,plank Hold.</p>			
Summative assessments:			
Criterion/ task	Course content	Date of assignment	Date of submission
Criterion - A,B,C,D	Whole Unit	11 March 2017	27 March 2017

## Arts

Unit 1: TRANSFORMATION OF MUSIC		Duration: July- Mid of Sept.	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>· National songs and school prayer</li> <li>· A brief idea about Folk music and its journey to present days</li> <li>· The role of folk music in people's life, Practice and perform some popular Folk songs/beats</li> <li>· Read, write, and perform Traditional musical notations</li> <li>· Basic Idea about That(10 That Based Song)</li> <li>· Compose, improvise, and perform basic rhythmic, and melodic patterns independently on</li> </ul>			

**classroom instruments**

- Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music.
- Development throughout the project.
- Describe the role and importance of folk music in our society.
- **Swarmalika—Bilawal & Kalyan That**
- **Bandish (drut) based on above Mentioned That**
- **Taalmalika--- Basic fundamental of Tabla & taal**
- **Clapping arrangement of Daadra taal (dugun)**
- **Performance of Rupak taal** Compose, improvise, and perform basic rhythmic, and melodic patterns independently in classroom instruments
- Record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised during searching/practise/composing music.
- Development throughout the project.
- Identify how Indian musicians compose music, using classical raag & taal.

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
A & D(All Strands)	Folk music chapter	20/07/16	30/07/16
B & C (All Strands)	Music performing & Process journal	20/07/16	1-5/08/16
A & D (All Strands)	Classical music chapter	24/08/16	06/09/16
B & C (All Strands)	Music performing & Process journal	24/08/16	6-15/09/16

**Unit 2: VA-Elements of art**

**Duration:16 Sep-24 Dec**

**Contents: Colour Theory, Colour Wheel and Implementation of colour theory through geometrical designs. Name plate designing and mask designing.**

**Introduction to Warli art. Series of sketches of warli figures and elements of warli art.**

**Summative assessments:**

Criteria / task	Course content	Date of assignment	Date of submission
Criterion A & D (all strands)	Explore elements of arts	5 Nov	7-11 November to be performed during regular class hours
Criterion B and C (all strands)	composing geometrical designs along with process journal.		

Criterion A & D (all strands)	Analyses of elements of art in context with Warli art	13 Dec	16- 22 Dec to be performed during regular class hours
Criterion B and C (all strands)	Composing Warli art along with process journal.		
<b>Unit 3: IDU - VA and Math</b>		<b>Duration:</b>	
<b>Contents:</b> Colour Theory, Colour Wheel and Implementation of colour theory through geometrical designs			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
Criteria A,B,C andD	Colour Theory, Colour Wheel and Implementation of colour theory through geometrical designs	10 Feb 2017	17 Feb 2017  (13-17 Feb Learners will perform during regular class hours.)
<b>II Term</b>			
<b>Unit 4: Let's' Dance together!!</b>		<b>Duration: 3rd Jan to 30th March 2017</b>	
<b>Contents:</b> Concept of Partner Dances, How partner dance have evolved through eras, Structure of couple dances. Basic moves of Partner dances. Concept of Classical Dances/ How this dance have evolved through eras. Structure of classical dances. Basic moves of this dances. Generate Original Choreography. Choreograph a Structured Composition.			
<b>Summative assessments:</b>			
<b>Criteria / task</b>	<b>Course content</b>	<b>Date of assignment</b>	<b>Date of submission</b>
Criterion A & D (all strands)	<ul style="list-style-type: none"> <li>• Concept of dance</li> <li>• Origin of dance and different styles</li> <li>• Development of dance styles through ages</li> </ul>	6th Feb 2017	6th Feb 2017 (same day)

Criterion B and C (all strands)	Choreographing Folk dance and developing the process of choreography.	6th Feb 2017	14th Feb to 17th Feb 2017 (performance)
Criterion A & D (all strands)	<ul style="list-style-type: none"> <li>• Introduction to couple dance styles</li> <li>• Types of couple dances</li> <li>• Terminology used in different dance forms</li> </ul>	14th March 2017	14th March 2017 (same day)
Criterion B and C (all strands)	Choreographing partner d/couple dance style and developing the process of choreography.	14th March 2017	21st March to 25th March 2017 (Performance)

## Criteria Descriptive for Assessment: MYP 1

In the MYP, assessment is closely aligned with the written and taught curriculum and subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1 or 2); adequate (3 or 4); substantial (5 or 6); and excellent (7 or 8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

### Language and literature (Language A)

Assessment criteria:

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

Criterion A: Analysing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>minimal</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>minimal</b> identification and comment upon the creator’s choices</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> </ul>

	iv. <b>identifies few</b> similarities and differences in features <b>within and between texts</b> .
3-4	The student: i. provides <b>adequate</b> identification and comment upon significant aspects of texts ii. provides <b>adequate</b> identification and comment upon the creator's choices iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology iv. <b>identifies some</b> similarities and differences in features <b>within and between texts</b> .
5-6	The student: i. provides <b>substantial</b> identification and comment upon significant aspects of texts ii. provides <b>substantial</b> identification and comment upon the creator's choices iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology iv. <b>describes some</b> similarities and differences in features across and <b>within and between texts</b> .
7-8	The student: i. provides <b>perceptive</b> identification and comment upon significant aspects of texts ii. provides <b>perceptive</b> identification and comment upon the creator's choices iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses <b>accurate</b> terminology iv. <b>compares and contrasts</b> features <b>within and between texts</b> .

Criterion B: Organizing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. makes <b>minimal</b> use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a <b>minimal degree of logic</b> iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.

3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with <b>some degree of logic</b></li> <li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a <b>logical</b> manner, with ideas building on each other</li> <li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a logical manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ul>

Criterion C: Producing text

Achievement level	Level descriptor
0	<p>The student <b>does not</b> reach a standard described by any of the descriptors below.</p>
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought or imagination and <b>minimal</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to support ideas.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> thought or imagination and <b>some</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>some</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to support ideas.</li> </ul>

5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought or imagination and <b>substantial</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to support ideas.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought or imagination and <b>perceptive</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to support ideas.</li> </ul>

Criterion D: Using language

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>



5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>

### French/Hindi (Language B) **Phase 1**

#### Assessment criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

#### Criterion A: Comprehending spoken and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student:

	<p>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>limited</b> awareness of basic conventions</p> <p>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</p> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <p>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>some</b> awareness of basic conventions</p> <p>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</p> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <p>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>considerable</b> awareness of basic conventions</p> <p>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <p>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>excellent</b> awareness of basic conventions</p> <p>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

#### Criterion B: Comprehending written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>limited</b> awareness of basic aspects of format and style, and author's</p>

	<p>purpose for writing</p> <p>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</p> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <p>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>some</b> awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</p> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <p>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>considerable</b> awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <p>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</p> <p>ii. has <b>excellent</b> awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

**Criterion C: Communicating in response to spoken, written and visual text**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.

1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds to simple short phrases and basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ul>

**Criterion D: Using language in spoken and written form**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student:

	<p>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</p> <p>ii. organizes <b>limited</b> basic information, and basic cohesive devices are <b>not used</b></p> <p>iii. makes <b>minimal</b> use of language to suit the context.</p>
3-4	<p>The student:</p> <p>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</p> <p>ii. organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></p> <p>iii. uses language to suit the context to <b>some degree</b>.</p>
5-6	<p>The student:</p> <p>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</p> <p>ii. organizes basic information and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></p> <p>iii. <b>usually</b> uses language to suit the context.</p>
7-8	<p>The student:</p> <p>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy</p> <p>ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b></p> <p>iii. uses language <b>effectively</b> to suit the context.</p>

## Mathematics

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>select</b> appropriate mathematics when solving simple problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
3-4	The student is able to: i. <b>select</b> appropriate mathematics when solving more complex problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
5-6	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.
7-8	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.

Criterion B: Investigating patterns

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>apply</b> , with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. <b>state</b> predictions consistent with simple patterns.

3-4	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to recognize patterns ii. <b>suggest</b> how these patterns work.
5-6	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to recognize patterns ii. <b>suggest</b> relationships or general rules consistent with findings iii. <b>verify</b> whether patterns work for another example.
7-8	The student is able to: i. <b>select</b> and <b>apply</b> mathematical problem-solving techniques to recognize correct patterns ii. <b>describe</b> patterns as relationships or general rules consistent with correct findings iii. <b>verify</b> whether patterns work for other examples.

Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>use</b> limited mathematical language ii. <b>use</b> limited forms of mathematical representation to present information iii. <b>communicate</b> through lines of reasoning that are difficult to understand.
3-4	The student is able to: i. <b>use</b> some appropriate mathematical language ii. <b>use</b> different forms of mathematical representation to present information adequately iii. <b>communicate</b> through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately <b>organize</b> information using a logical structure.
5-6	The student is able to: i. usually <b>use</b> appropriate mathematical language ii. usually <b>use</b> different forms of mathematical representation to present information correctly iii. <b>communicate</b> through lines of reasoning that are usually coherent iv. <b>present</b> work that is usually organized using a logical structure.
7-8	The student is able to:

	<ul style="list-style-type: none"> <li>i. consistently <b>use</b> appropriate mathematical language</li> <li>ii. consistently <b>use</b> different forms of mathematical representation to present information correctly</li> <li>iii. <b>communicate</b> clearly through coherent lines of reasoning</li> <li>iv. present work that is consistently <b>organized</b> using a logical structure.</li> </ul>
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Criterion D: Applying mathematics in real-life contexts

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: <ul style="list-style-type: none"> <li>i. <b>identify</b> some of the elements of the authentic real-life situation</li> <li>ii. <b>apply</b> mathematical strategies t</li> </ul>
3-4	The student is able to: <ul style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>apply</b> mathematical strategies to reach a solution to the authentic real-life situation</li> <li>iii. <b>state</b>, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
5-6	The student is able to: <ul style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b> adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> the selected mathematical strategies to reach a valid solution to the authentic real-life situation</li> <li>iv. <b>describe</b> the degree of accuracy of the solution</li> <li>v. <b>state</b> correctly whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
7-8	The student is able to: <ul style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b> adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> the selected mathematical strategies to reach a correct solution to the authentic real-life situation</li> <li>iv. <b>explain</b> the degree of accuracy of the solution</li> <li>v. <b>describe</b> correctly whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>

**Individuals and societies (Humanities)**

Assessment criteria:



Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recognizes some</b> vocabulary ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.
3-4	The student: i. <b>uses some</b> vocabulary ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.
5-6	The student: i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: i. <b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b> ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.

Criterion B: Investigating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>identifies</b> a research question ii. follows an action plan in a <b>limited way</b> to explore a research question

	<ul style="list-style-type: none"> <li>iii. <b>collects</b> and <b>records</b> information, to a <b>limited extent</b></li> <li>iv. <b>with guidance</b>, reflects on the research process and results, to a <b>limited extent</b>.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes</b> the choice of a research question</li> <li>ii. <b>partially</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> a method or methods to collect and record <b>some relevant</b> information</li> <li>iv. <b>with guidance</b>, reflects on the research process and results with <b>some</b> depth.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes</b> the choice of a research question <b>in detail</b></li> <li>ii. <b>mostly</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> method(s) to collect and record <b>often relevant</b> information</li> <li>iv. <b>reflects</b> on the research process and results.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>explains</b> the choice of a research question</li> <li>ii. <b>effectively</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> methods to collect and record <b>consistently relevant</b> information</li> <li>iv. <b>thoroughly</b> reflects on the research process and results.</li> </ul>

Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas in a style that is <b>not always</b> clear</li> <li>ii. organizes information and ideas <b>in a limited way</b></li> <li>iii. <b>inconsistently</b> lists sources, not following the task instructions.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>somewhat</b> clear</li> <li>ii. <b>somewhat</b> organizes information and ideas</li> <li>iii. lists sources in a way that <b>sometimes</b> follows the task instructions.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>mostly</b> clear</li> <li>ii. <b>mostly</b> organizes information and ideas</li> <li>iii. lists sources in a way that <b>often</b> follows the task instructions.</li> </ul>

7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>completely</b> clear</li> <li>ii. <b>completely</b> organizes information and ideas <b>effectively</b></li> <li>iii. lists sources in a way that <b>always</b> follows the task instructions.</li> </ul>
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Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies the main points of ideas, events, visual representation or arguments <b>to a limited extent</b></li> <li>ii. uses information to give <b>limited</b> opinions</li> <li>iii. identifies the origin and purpose of <b>limited</b> sources/data</li> <li>iv. identifies <b>some</b> different views.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> main points of ideas, events, visual representation or arguments</li> <li>ii. uses information to give <b>adequate</b> opinions</li> <li>iii. <b>identifies</b> the origin and purpose of sources/data</li> <li>iv. identifies <b>some</b> different views and suggests <b>some</b> of their implications.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>identifies</b> the main points of ideas, events, visual representation or arguments</li> <li>ii. uses information to give <b>substantial</b> opinions</li> <li>iii. identifies the origin and purpose of a <b>range</b> of sources/data</li> <li>iv. identifies different views and <b>most</b> of their implications.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments</li> <li>ii. uses information to give <b>detailed</b> opinions</li> <li>iii. <b>consistently</b> identifies and <b>analyses a range</b> of sources/data in terms of origin and purpose</li> <li>iv. <b>consistently</b> identifies different views and their implications</li> </ul>

**Sciences**

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>select</b> scientific knowledge ii. <b>select</b> scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>apply</b> information to <b>make judgments, with limited success.</b>
3-4	The student is able to: i. <b>recall</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>apply</b> information to <b>make judgments.</b>
5-6	The student is able to: i. <b>state</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>apply</b> information to <b>make scientifically supported judgments.</b>
7-8	The student is able to: i. <b>outline</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b> iii. <b>interpret</b> information to <b>make scientifically supported judgments.</b>

Criterion B: Inquiring and designing

Achievement level	Level descriptor
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0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>select</b> a problem or question to be tested by a scientific investigation ii. <b>select</b> a testable prediction iii. <b>state</b> a variable iv. design a <b>method with limited success</b> .
3-4	The student is able to: i. <b>state</b> a problem or question to be tested by a scientific investigation ii. <b>state</b> a testable prediction iii. <b>state</b> how to manipulate the variables, and <b>state</b> how <b>data</b> will be collected iv. design a <b>safe method</b> in which he or she <b>selects materials and equipment</b> .
5-6	The student is able to: i. <b>state</b> a problem or question to be tested by a scientific investigation ii. <b>outline</b> a testable prediction iii. <b>outline</b> how to manipulate the variables, and <b>state</b> how <b>relevant data</b> will be collected iv. design a <b>complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b> .
7-8	The student is able to: i. <b>outline</b> a problem or question to be tested by a scientific investigation ii. <b>outline</b> a testable prediction <b>using scientific reasoning</b> iii. <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>sufficient, relevant data</b> will be collected iv. design a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b> .

Criterion C: Processing and evaluating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>collect and present</b> data in numerical and/or visual forms ii. <b>interpret</b> data iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation, <b>with limited success</b> iv. <b>state</b> the validity of the method based on the outcome of a scientific

	<p>investigation, <b>with limited success</b></p> <p>v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation, <b>with limited success</b>.</p>
3-4	<p>The student is able to:</p> <p>i. <b>correctly collect and present</b> data in numerical and/or visual forms</p> <p>ii. <b>accurately interpret</b> data and <b>outline</b> results</p> <p>iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation</p> <p>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</p> <p>v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.</p>
5-6	<p>The student is able to:</p> <p>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</p> <p>ii. <b>accurately interpret</b> data and <b>outline</b> results <b>using scientific reasoning</b></p> <p>iii. <b>outline</b> the validity of a prediction based on the outcome of a scientific investigation</p> <p>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</p> <p>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</p>
7-8	<p>The student is able to:</p> <p>i. <b>correctly collect, organize, transform and present</b> data in numerical and/ or visual forms</p> <p>ii. <b>accurately interpret data</b> and <b>outline</b> results <b>using correct scientific reasoning</b></p> <p>iii. <b>discuss</b> the validity of a prediction based on the outcome of a scientific investigation</p> <p>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</p> <p>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</p>

Criterion D: Reflecting on the impacts of science

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to, <b>with limited success</b> :

	<ul style="list-style-type: none"> <li>i. <b>state</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>apply</b> scientific language to communicate understanding</li> <li>iv. document sources.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>state</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>sometimes apply</b> scientific language to communicate understanding</li> <li>iv. <b>sometimes</b> document sources correctly.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>outline</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>iv. <b>usually</b> document sources correctly.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>describe and summarize</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>iv. document sources <b>completely</b>.</li> </ul>

## Design (Technology)

Assessment criteria:

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Criterion A: Inquiring and analysing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>states</b> the need for a solution to a problem ii. <b>states</b> the findings of research.
3-4	The student: i. <b>outlines</b> the need for a solution to a problem ii. <b>states some</b> points of research needed to <b>develop</b> a solution, <b>with some guidance</b> iii. <b>states</b> the main features of an existing product that inspires a solution to the problem iv. <b>outlines some of</b> the main findings of research.
5-6	The student: i. <b>explains</b> the need for a solution to a problem ii. <b>states</b> and <b>prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> iii. <b>outlines</b> the main features of an existing product that inspires a solution to the problem iv. <b>outlines</b> the main findings of relevant research.
7-8	The student: i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem ii. <b>states</b> and <b>prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with minimal guidance</b> iii. <b>describes</b> the main features of an existing product that inspires a solution to the problem iv. <b>presents</b> the main findings of relevant research.

Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>states one</b> basic success criterion for a solution ii. <b>presents one</b> design idea, which can be interpreted by others iii. <b>creates</b> an incomplete planning drawing/diagram.
3-4	The student:



	<ul style="list-style-type: none"> <li>i. <b>states a few</b> success criteria for the solution</li> <li>ii. <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others</li> <li>iii. <b>states</b> the key features of the chosen design</li> <li>iv. <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>develops a few</b> success criteria for the solution</li> <li>ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others</li> <li>iii. <b>presents</b> the chosen design <b>stating</b> the key features</li> <li>iv. <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>develops a list of</b> success criteria for the solution</li> <li>ii. <b>presents</b> feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others</li> <li>iii. <b>presents</b> the chosen design <b>describing</b> the key features</li> <li>iv. <b>creates</b> a planning drawing/diagram, which <b>outlines</b> the main details for making the chosen solution.</li> </ul>

Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>demonstrates minimal</b> technical skills when making the solution</li> <li>ii. <b>creates</b> the solution,</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>lists</b> the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</li> <li>ii. <b>demonstrates satisfactory</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li> <li>iv. <b>states one change</b> made to the chosen design <b>or</b> plan when making the solution.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>lists</b> the steps in a plan, which <b>considers</b> time and resources, resulting in peers being able to follow the plan to create the solution</li> </ul>

	<ul style="list-style-type: none"> <li>ii. <b>demonstrates competent</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>iv. <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>outlines</b> a plan, which <b>considers</b> the use of resources and time, sufficient for peers to be able to follow to create the solution</li> <li>ii. <b>demonstrates excellent</b> technical skills when making the solution</li> <li>iii. follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b></li> <li>iv. <b>lists the changes</b> made to the chosen design and plan when making the solution.</li> </ul>

Criterion D: Evaluating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>defines</b> a testing method, which is used to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>defines a relevant</b> testing <b>method</b>, which generates data, to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution against the design specification based on the results of <b>one relevant</b> test</li> <li>iii. <b>states one way</b> in which the solution could be improved</li> <li>iv. <b>states one way</b> in which the solution can impact the client/target audience.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>defines relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>iii. <b>outlines one way</b> in which the solution could be improved</li> <li>iv. <b>outlines</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ul>
7-8	The student:

	<ul style="list-style-type: none"> <li>i. <b>outlines simple, relevant</b> testing methods, which generate data, to measure the success of the solution</li> <li>ii. <b>outlines</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>iii. <b>outlines</b> how the solution could be improved</li> <li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li> </ul>
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## Arts

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> awareness of the relationship between the art</li> </ul>

	<p>form and its context</p> <p>iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.</p>
7-8	<p>The student:</p> <p>i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language</p> <p>ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context</p> <p>iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.</p>

Criterion B: Developing skills

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</p>
3-4	<p>The student:</p> <p>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</p>
5-6	<p>The student:</p> <p>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</p>
7-8	<p>The student:</p> <p>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</p>

Criterion C: Thinking creatively

Achievement level	Level descriptor
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0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. identifies a <b>limited</b> artistic intention ii. identifies <b>limited</b> alternatives and perspectives iii. demonstrates <b>limited</b> exploration of ideas.
3-4	The student: i. identifies an <b>adequate</b> artistic intention ii. identifies <b>adequate</b> alternatives and perspectives iii. demonstrates <b>adequate</b> exploration of ideas.
5-6	The student: i. identifies a <b>substantial</b> artistic intention ii. identifies <b>substantial</b> alternatives and perspectives iii. demonstrates <b>substantial</b> exploration of ideas.
7-8	The student: i. identifies an <b>excellent</b> artistic intention ii. identifies <b>excellent</b> alternatives and perspectives iii. demonstrates <b>excellent</b> exploration of ideas.

Criterion D: Responding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art iii. presents a <b>limited</b> evaluation of certain elements of artwork.
3-4	The student: i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or

	influence for art iii. presents an <b>adequate</b> evaluation of certain elements of artwork.
5-6	The student: i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art iii. presents a <b>substantial</b> evaluation of certain elements of artwork.
7-8	The student: i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.

## Physical and Health Education

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls some</b> physical health education factual, procedural conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues iii. <b>recalls</b> physical and health terminology.
3-4	The student: i. <b>recalls</b> physical health education factual, procedural and conceptual knowledge

	<p>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations</p> <p>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</p>
5-6	<p>The student:</p> <p>i. <b>states</b> physical health education factual, procedural and conceptual knowledge</p> <p>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations</p> <p>iii. <b>applies</b> physical and health terminology to communicate understanding.</p>
7-8	<p>The student:</p> <p>i. <b>outlines</b> physical health education factual, procedural and conceptual knowledge</p> <p>ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and solve</b> problems set in familiar and unfamiliar situations</p> <p>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</p>

#### Notes for criterion A

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

#### Criterion B: Planning for performance

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. <b>states</b> plans for improving health or physical activity</p> <p>ii. <b>states</b> the effectiveness of a plan.</p>
3-4	<p>The student:</p> <p>i. <b>outlines a basic</b> plan for improving health or physical activity</p> <p>ii. <b>states</b> the effectiveness of a plan <b>based on the outcome</b>.</p>
5-6	<p>The student:</p> <p>i. <b>outlines</b> a plan for improving health or physical activity</p> <p>ii. <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b>.</p>
7-8	The student:

	<ul style="list-style-type: none"> <li>i. <b>constructs</b> and <b>outlines</b> a plan for improving health or physical activity</li> <li>ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ul>
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<b>Notes for criterion B</b>
<ul style="list-style-type: none"> <li>· Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).</li> <li>· Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.)</li> <li>· In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.</li> </ul>

### Criterion C: Applying and performing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>i. <b>recalls some</b> skills and techniques</li> <li>ii. <b>recalls some</b> strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform with limited success.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>i. <b>recalls</b> skills and techniques</li> <li>ii. <b>recalls</b> strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>recalls</b> and <b>applies</b> a range of strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform <b>effectively</b>.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>recalls</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>recalls</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ul>



### Notes for criterion C

Criterion C must be assessed in **performance/playing situations**.

- A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.

### Criterion D: Reflecting and improving performance

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>states</b> a strategy to enhance interpersonal skills ii. <b>states</b> a goal to enhance performance iii. <b>describes</b> performance.
3-4	The student: i. <b>lists</b> strategies to enhance interpersonal skills ii. <b>states</b> a goal and <b>applies</b> strategies to enhance performance iii. <b>summarizes</b> performance.
5-6	The student: i. <b>identifies</b> strategies to enhance interpersonal skills ii. <b>lists</b> goals and <b>applies</b> strategies to enhance performance iii. <b>outlines</b> and <b>summarizes</b> performance.
7-8	The student: i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance iii. <b>describes</b> and <b>summarizes</b> performance.

### Notes for criterion D

Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

## Interdisciplinary Unit

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and ways of knowing from two or more disciplines or subject groups and integrate them to create new understanding.

Students demonstrate interdisciplinary understanding when they can bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

### Criterion A: Disciplinary grounding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student demonstrates <b>limited</b> relevant disciplinary grounding.
3-4	The student demonstrates <b>some</b> relevant disciplinary grounding.
5-6	The student demonstrates <b>most necessary</b> disciplinary grounding.
7-8	The student demonstrates <b>extensive necessary</b> disciplinary grounding.

### Criterion B: Synthesizing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student <b>suggests few</b> or <b>superficial</b> connections between disciplines.
3-4	The student <b>describes basic</b> connections between disciplines.
5-6	The student <b>synthesizes</b> disciplinary knowledge to demonstrate interdisciplinary understanding.
7-8	The student <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent</b> interdisciplinary understanding.

### Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student communicates interdisciplinary understanding in a <b>limited way</b> .
3-4	The student communicates interdisciplinary understanding with <b>some</b> clarity.
5-6	The student communicates interdisciplinary understanding in a way that is <b>mostly</b> clear. The student <b>identifies</b> sources
7-8	The student communicates interdisciplinary understanding with clarity, <b>organization and coherence</b> The student <b>acknowledges</b> relevant sources.

#### Criterion D: Reflecting

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student <b>describes</b> strengths and limitations of the interdisciplinary learning process in a <b>limited way</b> .
3-4	The student <b>describes</b> strengths and limitations of the interdisciplinary learning process The student <b>states some</b> limitations or benefits of disciplinary knowledge in specific situations.
5-6	The student <b>explains</b> strengths and limitations of on the interdisciplinary learning process The student <b>states</b> some limitations <b>and</b> benefits of disciplinary <b>and</b> interdisciplinary knowledge in specific situations.
7-8	The student <b>evaluates</b> strengths and limitations of the interdisciplinary learning process The student <b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.

**MYP General Grade Descriptors:** To arrive at a final MYP grade of each subject, teachers add together the student's final achievement levels in all criteria of the subject group. This adds up to 32 which is then converted into a MYP grade on a scale of 1-7 as follows:

Grades	1	2	3	4	5	6	7
<b>Boundaries(Criterion Level Total)</b>	<b>0-5</b>	<b>6-9</b>	<b>10-14</b>	<b>15-18</b>	<b>19-23</b>	<b>24-27</b>	<b>28-32</b>

Grade	Boundary guidelines	Descriptor
1	0-5	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.