



6th Grade

MYP Learning Objectives, Curricula and Competencies



LANGUAGE AND LITERATURE

Analyzing Text

- Identify and comment upon significant aspects of texts.
- Identify and comment upon the creator's choices.
- Justify opinions and ideas, using examples, explanations and terminology.
- Identify similarities and differences in features within and between texts.

Organizing Ideas

- Employ organizational structures that serve the context and intention.
- Organize opinions and ideas in a coherent and logical manner.
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Producing Text

- Produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
- Select relevant details and examples to develop ideas.

Using Language

- Use appropriate and varied vocabulary, sentence structures and forms of expression.
- Write and speak in an appropriate register and style.
- Use correct grammar, syntax and punctuation.



- Spell (alphabetic languages), write (character languages) and pronounce with accuracy.
- Use appropriate non-verbal communication techniques.

INDIVIDUALS AND SOCIETIES

Knowing & Understanding

- Use vocabulary in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Investigating

- Explain the choice of a research question.
- Follow an action plan to explore a research question.
- Collect and record relevant information consistent with the research question.
- Reflect on the research process and results.

Communicating

- Communicate information and ideas with clarity.
- Organize information and ideas effectively for the task.
- List sources of information in a way that follows the task instructions.

Thinking Critically

- Identify the main points of ideas, events, visual representation or arguments.



- Use information to justify an opinion.
- Identify and analyze a range of sources/data in terms of origin and purpose.
- Identify different views and their implications.

LANGUAGE ACQUISITION | Italian and Spanish | Emergent | PHASE 1-2

Listening

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts.
- Analyze conventions in a wide variety of simple authentic texts.

Reading

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts.
- Analyze conventions in a wide variety of simple authentic texts.

Speaking

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Use clear pronunciation and intonation in a comprehensible manner.
- Communicate all or almost all the required information clearly and effectively.

Writing

- Use a wide range of vocabulary.



- Use a wide range of grammatical structures generally accurately.
- Organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices.
- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

At the start of each MYP year at La Scuola, students are assessed and placed in a learning group reflective of their phase of language acquisition. In the MYP program, as students progress through the three levels and six phases, they are expected to develop their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. *ibo.org*

LANGUAGE ACQUISITION | Italian and Spanish | Capable | PHASE 3-4

Listening

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts.
- Analyze conventions in a wide variety of simple and some complex authentic texts.

Reading

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts.
- Analyze conventions in a wide variety of simple and some complex authentic texts.

Speaking

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.



- Use clear pronunciation and intonation in a comprehensible manner.
- Communicate all or almost all the required information clearly and effectively.

Writing

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.
- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

LANGUAGE ACQUISITION | Italian and Spanish | Proficient | PHASE 5-6

Listening

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts.
- Analyze conventions in a wide variety of complex authentic texts.

Reading

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts.
- Analyze conventions in a wide variety of complex authentic texts.

Speaking



- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Use clear pronunciation and intonation in a comprehensible manner.
- Communicate all or almost all the required information clearly and effectively.

Writing

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices.
- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

MATHEMATICS

Knowing and understanding

- Select appropriate mathematics when solving problems in both familiar and unfamiliar situations.
- Apply the selected mathematics successfully when solving problems.
- Solve problems correctly in a variety of contexts.

Investigating patterns

- Apply mathematical problem-solving techniques to recognize patterns.
- Describe patterns as relationships or general rules consistent with correct findings.



- Solve problems correctly in a variety of contexts.

Communicating

- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements.
- Use different forms of mathematical representation to present information.
- Communicate coherent mathematical lines of reasoning.
- Organize information using a logical structure.

Applying mathematics in real-life contexts

- Identify relevant elements of authentic real-life situations.
- Select appropriate mathematical strategies when solving authentic real-life situations.
- Apply the selected mathematical strategies successfully to reach a solution.
- Explain the degree of accuracy of a solution.
- Describe whether a solution makes sense in the context of the authentic real-life situation.

SCIENCES

Knowing and understanding

- Outline scientific knowledge.
- Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations.
- Interpret information to make scientifically supported judgments.



Inquiring and designing

- Outline an appropriate problem or research question to be tested by a scientific investigation.
- Outline a testable prediction using scientific reasoning.
- Outline how to manipulate the variables, and outline how data will be collected.
- Design scientific investigations.

Processing and evaluating

- Present collected and transformed data.
- Interpret data and outline results using scientific reasoning.
- Discuss the validity of a prediction based on the outcome of the scientific investigation.
- Discuss the validity of the method.
- Describe improvements or extensions to the method.

Reflecting on the impacts of science

- Summarize the ways in which science is applied and used to address a specific problem or issue.
- Describe and summarize the various implications of using science and its application in solving a specific problem or issue.
- Apply scientific language effectively.
- Document the work of others and sources of information used.



DESIGN

Inquiring and analyzing

- Explain and justify the need for a solution to a problem.
- State and prioritize the main points of research needed to develop a solution to the problem.
- Describe the main features of one existing product that inspires a solution to the problem.
- Present the main findings of relevant research.

Developing ideas

- Develop a list of success criteria for the solution.
- Present feasible design ideas, which can be correctly interpreted by others.
- Present the chosen design.
- Create a planning drawing/diagram which outlines the main details for making the chosen solution.

Creating the solution

- Outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution.
- Demonstrate excellent technical skills when making the solution.
- Follow the plan to create the solution, which functions as intended.
- List the changes made to the chosen design and plan when making the solution.
- Present the solution as a whole.

Evaluating

- Outline simple, relevant testing methods, which generate data, to measure the success of the solution.
- Outline the success of the solution against the design specification.
- Outline how the solution could be improved.



- Outline the impact of the solution on the client/target audience.

Arts | Atelier, Music & Dance

Knowing and understanding

- Demonstrate awareness of the art form studied, including the use of appropriate language.
- Demonstrate awareness of the relationship between the art form and its context.
- Demonstrate awareness of the links between the knowledge acquired and artwork created.

Developing skills

- Demonstrate the acquisition and development of the skills and techniques of the art form studied.
- Demonstrate the application of skills and techniques to create, perform and/or present art.

Thinking creatively

- Identify an artistic intention.
- Identify alternatives and perspectives.
- Demonstrate the exploration of ideas.

Responding

- Identify connections between art forms, art and context, or art and prior learning.
- Recognize that the world contains inspiration or influence for art.
- Evaluate certain elements or principles of artwork.



PHYSICAL AND HEALTH EDUCATION

Knowing and understanding

- Outline physical and health education-related factual, procedural and conceptual knowledge.
- Identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations.
- Apply physical and health terminology to communicate understanding.

Planning for performance

- Construct and outline a plan for improving health and/or physical activity.
- Describe the effectiveness of a plan based on the outcome.

Applying and performing

- Recall and apply a range of skills and techniques.
- Recall and apply a range of strategies and movement concepts.
- Recall and apply information to perform effectively.

Reflecting and improving performance

- Identify and demonstrate strategies to enhance interpersonal skills.
- Identify goals and apply strategies to enhance performance.
- Describe and summarize performance.



California Common Core Standards

READING Grade 6

LITERATURE

Key Ideas and details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
2. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

1. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
2. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



INFORMATIONAL TEXT

Key Ideas and details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
2. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.
3. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

1. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
2. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
3. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of text Complexity

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



California Common Core Standards

WRITING Grade 6

Text Types and Purposes

1. **Write arguments to support claims with clear reasons and relevant evidence.**
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
2. **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
 - a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
3. **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.



Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
2. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
 - b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

California Common Core Standards

SPEAKING AND LISTENING Grade 6

Comprehension and Collaboration

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**



- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. **Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**
3. **Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

Presentation of Knowledge and Ideas

1. **Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.**
 - a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.
2. **Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**
3. **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

California Common Core Standards

LANGUAGE Gr 6

Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
 - c. Recognize and correct inappropriate shifts in pronoun number and person.



- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.
- b. Spell correctly.

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/ listener interest, and style.
- b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



MYP Numerical and Abstract Reasoning

NUMBERS

Competencies

Students develop mastery in

- number sense and operations
- commutativity, associativity and distribution of operation
- decimal places and significant figures
- equivalence in number and representation
- proportional reasoning using ratios and percentages
- application and limitations of accuracy
- money and financial literacy
- appreciation of errors

Skills

Students develop knowledge in

- Forms of numbers (fractions, decimals and percentages) and transforming between them
- Factors of numbers
- Integers
- Number Operations
- Prime numbers and prime factors
- Greatest/highest common factor, lowest common multiple
- Recurring decimals
- Number lines and simple inequalities
- Exponents and powers
- Squares and square root



Additional Number skills included from the MYP 4-5 standards, grades 9-10 mathematics

- Irrational numbers
- Roots
- Standard form (scientific notation)
- Number system notation
- Number sequences (prediction, description)

ALGEBRA (Pattern, Expression, Change, Models, Substituting)

Competencies

Students develop mastery in

- Understand equivalence in number and representation
- Understand equivalent expressions

Skills

Students develop knowledge in

- Operating with algebraic expressions
- Operating with algebraic expressions
- Forming equations
- Transposing and solving simple equations
- Substitution into expressions
- Using formulae
- Flowcharts and simple algorithms
- Number sequences (prediction, description)
- Expanding brackets

MYP Reasoning with Data

DATA COLLECTION AND STATISTICS

Competencies



Students develop mastery in

- variability and randomness
- causation versus correlation
- inferences and informal inferential reasoning
- prediction and hypothesis testing
- sampling, resampling and aggregation
- role of context in statistical inquiry
- connection between purpose and utility
- outliers and how to separate the signal from the noise
- data distribution and how they can be analyzed or compared

Skills

Students develop knowledge in

- Simple discrete data and classifications
- Data collection and generation
- Graphical representations (including pie charts, bar graphs)
- Data visualizations and infographics
- Data processing: measure of central tendency (mean, mode and median) for discrete and grouped data
- Measures of dispersion: range
- Limitations and context in statistical enquiry
- Sample spaces
- Direct and inverse proportion

MYP Spatial Reasoning

GEOMETRY

Competencies

Students develop mastery in

- construction and manual skills



- visualization and representation of 3D shapes
- moving between dimensions

Skills

Students develop knowledge in

- Classifying shapes and angles
- Calculations with angle properties
- Parallel lines and transversals
- Perimeter (circumference) and area
- Surface area and nets

Additional Number skills included from the MYP 4-5 standards, grades 9-10 mathematics

- Metric conversions
- Similarity and congruence