

East Middle School
IB Middle Years Programme
MYP Handbook
2014-15



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The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Disposition	Description
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB Middle Years Programme

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and so is being implemented both in international schools and in some state systems.

The IB MYP has been taught at East since September 2001. It builds upon skills and units of inquiry learning developed in the IB Primary Years Programme (IB PYP). IB PYP teaching and learning “focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside” (IB). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

The IB MYP is followed by the IB Diploma Programme established in Geneva in 1968 to provide an international, and internationally-recognized, university-entrance qualification for students studying outside of their home country.

The IB MYP Philosophy

The IB MYP emphasizes **Holistic Learning**.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes **Intercultural Awareness and Communication**.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and other subjects.

The IB MYP is **Student-Centered**.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

The philosophy’s key elements permeate the whole curriculum and are practiced throughout the curriculum model.

MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgment.

The IB Middle Years Programme at East Middle School

East Middle School adopted the IB MYP because the philosophy and objectives of this program reflect those of the school. In addition, the IB MYP

- Is an international program with no bias towards any particular national system
- Provides for vertical consistency across Grades with the IB Diploma in Grades 11 and 12 and with the PYP; many elements of the IB MYP are common to the skills required by the Diploma and developed in the PYP
- Provides assessment, within the IB MYP subjects, which shares a common approach by being criterion-related and inquiry-based
- Has strong, interdisciplinary elements
- Does not proscribe content of subject areas but does provide a framework for their delivery
- Supports curriculum development and external evaluation

The IB MYP Curriculum Model



A Concept-driven Curriculum

A *concept* is a big idea — a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed **key concepts** and **related concepts**. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to

- Process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings.
- Create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge
- Bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- Increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- Achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges and create greater subject depth through the study of discipline-specific related concepts

Global Contexts

Subject content is organized around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning.

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- *Why are we engaged in this inquiry?*
- *Why are these concepts important?*
- *Why is it important for me to understand?*
- *Why do people care about this topic?*

The six MYP Global Contexts (right) inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts, which are shown in the diagram on the following page.



MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme (see below), creating relevance for adolescent learners.

Primary Years Programme (PYP) K – G5

Trans-disciplinary themes:

Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organize ourselves

Sharing the planet

Middle Years Programme (MYP (G6 – 10)

Global contexts:

Identities and relationships

Orientation in space and time

Personal and cultural expression

Scientific and technical innovation

Globalization and sustainability

Fairness and development

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

Organized around Global Contexts, field trips are a way to integrate students into the ISP school community and our host country. They provide real-world contexts for learning that are at the center of IB MYP pedagogy. For these reasons, student participation in all school field trips is a required component of our academic program. Students who do not participate in field trips are often unable to make up these opportunities for learning.

In Grade 10, the school assesses the Global Contexts through a significant, extended Personal Project completed by each student individually.

Additionally, ISP celebrates the Global Contexts through the annual Without Walls Media Project, when Grades 6-9 participate in a real -context learning project at the end of June. The project brings students from different Grades together, and specifically highlights the Approaches to Learning skills that the students have developed throughout the year. Parents are encouraged to participate. More information about this will be sent to parents closer to the date.

Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”.

The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme.

There are ten Approaches to Learning (ATLs) MYP clusters explained below:

Communication	I. Communication skills	Exchanging thoughts, messages and information effectively through interaction	<i>How can students communicate through interaction?</i>
		Reading, writing and using language to gather and communicate information	<i>How can students demonstrate communication through language?</i>
Social	II. Collaboration skills	Working effectively with others	<i>How can students collaborate?</i>
Self-management	III. Organization skills	Managing time and tasks effectively	<i>How can students demonstrate organization skills?</i>
	IV. Affective skills	Managing state of mind <ul style="list-style-type: none"> • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience 	<i>How can students manage their own state of mind?</i>
	V. Reflection skills	(Re)considering the process of learning; choosing and using ATL skills	<i>How can students be reflective?</i>
Research	VI. Information literacy skills	Finding, interpreting, judging and creating information	<i>How can students demonstrate information literacy?</i>
	VII. Media literacy skills	Interacting with media to use and create ideas and information	<i>How can students demonstrate media literacy?</i>
Thinking	VIII. Critical thinking skills	Analysing and evaluating issues and ideas	<i>How can students think critically?</i>
	IX. Creative thinking skills	Generating novel ideas and considering new perspectives	<i>How can students be creative?</i>
	X. Transfer skills	Using skills and knowledge in multiple contexts	<i>How can students transfer skills and knowledge across disciplines and subject groups?</i>

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit’s formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives.

The Personal Project

The Personal Project (PP) is an extended, independent piece of project work completed by each student in the last year of the program, Grade 10. Some students actively develop their topic over the preceding summer break.

Project topics may be creative or research -based and, ideally, they should reflect a student's personal interest. Students begin the PP process in mid -October and finish in early April. The stages of the process are documented by a journal that is assessed. While there is some recognition of the project through the criteria, a student's record of, research about and reflection on the process is a significant part of the final result. Each student receives a PP Guide (available on the school website with appendices) and is expected to bring it to meetings with their supervisor. Through the use of a process journal, the supervisor will provide support and guidance through the PP process.

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The International Baccalaureate at EMS, Grades 6-8

IB MYP: Grades 6 -8	
Group 1 <i>First Language</i>	English
Group 2 <i>Second Language</i>	French, Spanish, Japanese
Group 3 <i>Humanities</i>	Social Studies
Group 4 <i>Sciences</i>	Science
Group 5 <i>Mathematics</i>	Mathematics
Group 6 <i>The Arts</i>	Visual Arts, Music
Group 7 <i>Design</i>	Science
Group 8 <i>Physical Education</i>	Physical Education

Group 1: Language and Literature

English

Language and Literature is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

Main Objectives

The study of MYP Language and Literature is to encourage and enable students to

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- Develop critical, creative and personal approaches to studying and analyzing literary and non-literary works
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts

Skills

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to

- Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
- Analyze the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to

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

Objective C: Producing text

In order to reach the aims of studying language and literature, students should be able to

- Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on 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

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to

- Use appropriate and varied vocabulary, sentence structures and forms of expression
- Write and speak in a register and style that serve the context and intention
- Use correct grammar, syntax and punctuation
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy
- Use appropriate non-verbal communication techniques.

Group 2: Language Acquisition

Japanese, French, Spanish

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each Grade and language.

Assessment

Teaching and learning in language B is organized into six phases. The phases represent a developmental continuum of additional language learning (language B). Students may commence their language B course in any phase on the continuum and may exit from any phase on the continuum. However, teachers must take note of the following stipulations:

- Students with no prior knowledge of the language B they wish to study in the MYP should start in phase 1.
- It is assumed that students exiting from phase 4 have had the equivalent of at least four years of language B learning.
- Phase 6 can be considered the step-over phase to MYP language A and will not be the exit level for most language B students.

Note: The phases are not organized into age groups or MYP year. Phases 4, 5 and 6 allow for a smooth transition from MYP language B to DP group 2 courses — and, for a number of students, to group 1 courses. The MYP framework for language B reflects the concepts and skills of the presumed knowledge for these DP courses.

Language B objectives are organized into four communicative processes:

A) Comprehending spoken and visual text

As appropriate to the phase, the student is expected to be able to

- Listen for specific purposes and respond to show understanding
- Interpret visual text that is presented with spoken text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

B) Comprehending written and visual text

As appropriate to the phase, the student is expected to be able to

- Read for specific purposes and respond to show understanding
- Interpret visual text that is presented with written text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

C) Communicating in response to spoken, written and visual text

As appropriate to the phase, the student is expected to be able to

- Interact and communicate in various situations
- Express thoughts, feelings, ideas, opinions and information in spoken and written form
- Speak and write for specific purposes

D) Using language in spoken and written form

As appropriate to the phase, the student is expected to be able to

- Organize thoughts, feelings, ideas, opinions and information in spoken and written form
- Develop accuracy when speaking and writing in the target language

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Group 3: Individuals and Societies

History, Geography

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Main Objectives

A) Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to

- Use terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

B) Investigating

In order to reach the aims of individuals and societies, students should be able to

- Formulate a clear and focused research question and justify its relevance
- Formulate and follow an action plan to investigate a research question
- Use research methods to collect and record relevant information
- Evaluate the process and results of the investigation

C) Communicating

In order to reach the aims of individuals and societies, students should be able to

- Communicate information and ideas using an appropriate style for the audience and purpose
- Structure information and ideas in a way that is appropriate to the specified format
- Document sources of information using a recognized convention

D) Thinking critically

In order to reach the aims of individuals and societies, students should be able to

- Discuss concepts, issues, models, visual representation and theories
- Synthesize information to make valid arguments
- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- Interpret different perspectives and their implications

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

Group 4: Sciences

Sciences

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Main Objectives

The course objectives are closely aligned to the four science assessment criteria:

A) Knowing and understanding

In order to reach the aims of sciences, students should be able to

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyze and evaluate information to make scientifically supported judgments

B) Inquiring and designing

In order to reach the aims of sciences, students should be able to

- Explain a problem or question to be tested by a scientific investigation
- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations

C) Processing and evaluating

In order to reach the aims of sciences, students should be able to

- Present collected and transformed data
- Interpret data and explain results using scientific reasoning
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- Evaluate the validity of the method
- Explain improvements or extensions to the method

D) Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to

- Explain the ways in which science is applied and used to address a specific problem or issue
- Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- Apply communication modes effectively
- Document the work of others and sources of information used

Knowledge

Specific course content is selected to provide smooth progression through the MYP and thorough preparation for the IB Diploma Programme science courses.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

Group 5: Mathematics

Math, Core 1

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Main Objectives

In MYP mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A) Knowing and understanding

In order to reach the aims of mathematics, students should be able to

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

B) Investigating patterns

In order to reach the aims of mathematics, students should be able to

- Select and apply mathematical problem-solving techniques to discover complex patterns
- Describe patterns as general rules consistent with findings
- Prove, or verify and justify, general rules

C) Communicating

In order to reach the aims of mathematics, students should be able to

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

D) Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to

- 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
- Justify the degree of accuracy of a solution
- Justify whether a solution makes sense in the context of the authentic real-life situation

Skills

Students will develop the following skills over their period of study in mathematics:

- Knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework
- Problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables)
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy
- Information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism

- Information and communication technology skills: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology
- Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view
- Reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning

Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following three branches of mathematics:

- Number Sense
- Pre-Algebra
- Geometry

Levels of Mathematics

The concepts and skills of the framework for mathematics are organized so that students can work at two levels of ability: standard mathematics and extended mathematics.

- Standard mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

Group 6: The Arts

Visual Arts and Music (Band, Orchestra, Chorus)

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

Main Objectives

The arts objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the center and connects directly with each of the other objectives. The course objectives are closely aligned to the four arts assessment criteria:

A) *Knowing and understanding*

In order to reach the aims of arts, students should be able to

- Demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- Demonstrate an understanding of the role of the art form in original or displaced contexts
- Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B) *Developing skills*

In order to reach the aims of arts, students should be able to

- 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

C) *Thinking creatively*

In order to reach the aims of arts, students should be able to

- Develop a feasible, clear, imaginative and coherent artistic intention
- Demonstrate a range and depth of creative-thinking behaviours
- Demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D) *Responding*

In order to reach the aims of arts, students should be able to

- Construct meaning and transfer learning to new settings
- Create an artistic response which intends to reflect or impact on the world around them
- Critique the artwork of self and others

Skills

Through a study of the three core arts disciplines of Music and Visual Art, students should be able to:

- Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- Communicate a critical understanding of the art form studied in the context of their own artwork
- Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- Apply skills, techniques and processes to create, perform and/or present art
- Reflect critically on their own artistic development and processes at different stages of their work
- Evaluate their work
- Use feedback to inform their own artistic development and processes
- Show commitment in using their own artistic processes
- Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- Support, encourage and work with their peers in a positive way
- Be receptive to art practices and artworks from various cultures, including their own

Knowledge

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Visual Arts and Music courses.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

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Group 7: Design

Digital Design, Product Design

MYP Design is compulsory for all students in Grades 6-10 and covers two areas, digital design and product design. In Grades 6-8, students complete three full design projects, with some shorter focused tasks.

Main Objectives

The course objectives are aligned to the four design assessment criteria:

A) Inquiring and analyzing

In order to reach the aims of design, students should be able to

- Explain and justify the need for a solution to a problem for a specified client/target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyze a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

B) Developing ideas

In order to reach the aims of design, students should be able to

- Develop a design specification which clearly states the success criteria for the design of a solution
- Develop a range of feasible design ideas which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C) Creating the solution

In order to reach the aims of design, students should be able to

- Construct a logical plan, which describes the efficient use of time and resources, 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
- Fully justify changes made to the chosen design and plan when making the solution
- Present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

D) Evaluating

In order to reach the aims of design, students should be able to

- Design detailed and relevant testing methods, which generate data, to measure the success of the solution
- Critically evaluate the success of the solution against the design specification
- Explain how the solution could be improved
- Explain the impact of the solution on the client/target audience

Skills

In Grades 6-8, students learn skills which they then apply to given projects.

The software used in Digital Design comprises Microsoft Office Suite, Scratch, and Movie Maker.

Knowledge

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Assessment

In Grades 6-9, students are assessed throughout the year. All work is formatively assessed and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

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Group 8: Physical and Health Education (*also known as PE*)

Physical Education

East's IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PE curriculum aims to guide students with their development of self- and group -confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

The assessment of criterion A is often project or portfolio-based, using students' written skills.

Main Objectives

The course objectives are assessed through four criteria:

A) Knowing and understanding

In order to reach the aims of physical and health education, students should be able to

- Explain physical health education factual, procedural and conceptual knowledge
- Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- Apply physical and health terminology effectively to communicate understanding

B) Planning for performance

In order to reach the aims of physical and health education, students should be able to

- Design, explain and justify plans to improve physical performance and health
- Analyze and evaluate the effectiveness of a plan based on the outcome

C) Applying and performing

In order to reach the aims of physical and health education, students should be able to

- Demonstrate and apply a range of skills and techniques effectively
- Demonstrate and apply a range of strategies and movement concepts
- Analyze and apply information to perform effectively

D) Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to

- Explain and demonstrate strategies that enhance interpersonal skills
- Develop goals and apply strategies to enhance performance
- Analyze and evaluate performance

Skills and Knowledge

One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP PE level.

Language Options: Grade 6-8

MYP Language Requirements at East

Please note that to meet the requirements for the IB Middle Years Programme Diploma, a student must follow two languages and one of these **must be Language and Literature**. In Grades 6-8, East offers three language course options.

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IB MYP Assessment and Criteria

At East Middle School, we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

The program provides teachers with a structure for assessment based on fixed objectives for the final year (Grade 10), but the teachers can then adapt the criteria to meet the needs of their students in earlier years.

Assessment in the IB MYP is

1. Varied in approach

Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

2. Formative as well as summative

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards.

3. Criterion-related, not deficit-based

Assessment will not be based on "how many questions can a student answer?" or "what percentage have they achieved?" but rather "what skills have they learned?" or "what level of understanding can they demonstrate?"

Assessment is criteria-related, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and should be available to parents and students. The subject criteria for Grade 10 are based on the learning objectives mandated by the IB. The criteria for students in Grades 6 to 9 are based on objectives developed by EMS.

Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

For more information on assessment principles and practices in the Secondary School, as well as criterion-related assessment, please read the [ISP Assessment Policy](#) available on ISP's website.

Awarding Grades

Each subject has a precise scale suited to its particular objectives and requirements. All criteria in all subjects are assessed out of a total of eight marks.

For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. You can access more information about assessment on our website, by viewing the EMS Assessment Policy, available on East's website.

The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP (Grade 10). In Grades 6-8 teachers apply age-appropriate interim criteria that are aligned to the interim objectives. In Grade 10, students must be assessed against published final IB MYP criteria for each subject.

It is crucial for parents and students to discuss each subject area's individual criteria. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results. At the end of each semester, a general achievement level out of 7 is provided for each subject on the semester report.

Reports posted include:

- An evaluation of the ATL skills shown during that semester
- A level and descriptor for the different criteria of that subject
- An overall level of achievement for the subject out of 7

Summary of the Specific-Subject Assessment Criteria

SUBJECT	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
Language and literature	Analysing	Organizing	Producing language	Using language
Language acquisition	Communicating in oral form	Interpreting visual text	Comprehending written text	Communicating in written form
Individuals and societies	Knowing and understanding	Investigating	Thinking critically	Communicating
Sciences	Using knowledge	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Using knowledge	Inquiring	Communicating	Reflecting
Arts	Using knowledge	Developing skills	Thinking creatively	Responding
Physical and Health Education	Using knowledge	Planning through inquiry	Applying and performing	Reflecting and demonstrating
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

IB MYP General Levels of Achievement

For each subject, there are assessment criteria that describe a specific level of achievement. Below is a generic explanation of each level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 1	Minimal achievement in terms of the objectives.

Note: Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others.

Assessment: FAQ

Why does ISP use a 7-1 scale?

We do so to be consistent. We are an International Baccalaureate school and our scale is an adaptation of the IB 7 point scale used in the IB MYP and the IB DP. Our own assessment principles also require that students' performances be compared to agreed standards and criteria.

Each level on the 7-1 scale has a set of statements describing the quality of work required (descriptors). Each subject also uses individual criteria that may vary in their value. Through the use of grade boundaries, at the end of each semester, a general achievement level out of 7 is calculated for each subject.

How do I convert a 7-1 grade to an A-F grade?

There is no direct universally-accepted conversion, although ISP does provide clear guidance and support to students entering schools or colleges that use the A – F grading system (see below). To know what a 7 – 1 grade means, please read the descriptor.

Will having grades on the 7-1 scale put me at a disadvantage if I transfer to a system which uses a different scale?

It should not. Our grade scale has a clear advantage over many other evaluation scales; it describes the levels of achievement in terms of the quality of work and skills required while most other scales confine themselves to a single adjective per level. University admissions offices have told us that our students will be at no disadvantage provided the meaning and context of the grades is made clear. We provide documents which do both: the table of descriptors, our college profile, and charts of grade distributions.

How does a student or teacher know what the "expectations" are?

The student is usually given the expectations and/or guidelines for a particular task in the form of a task sheet or rubric when the assignment is given. Additional information is available on the website or from heads of department.

How do teachers standardize their expectations?

Teachers of the different sections of the same course do this by talking to each other, and looking at the samples of students not in their own sections; this is called internal moderation and is good professional practice in many schools.

How difficult is it to score a 7?

Any student who meets the criteria for a 7 will score a 7, and the teacher should interpret the criteria at the Grade level of the course concerned. The criteria are achievable at all Grade levels.

What is a passing score for a course?

There are no passing grades for any course, although to earn the MYP Diploma you should aim to score a 4 (satisfactory) or better.