# Middle Years Programme Guide at ISR

# 2020 – 2021


**Inspiring international-mindedness, academic and personal excellence and responsible engagement**


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# Preface

This programme guide provides a structured view of the courses offered at the International School Rheintal (ISR).

The ISR Middle School is authorized to deliver the International Baccalaureate (IB) Middle Years Programme (MYP) and half of the material included in this guide is taken from the documentation of the International Baccalaureate Organization (IBO), while the other half has been compiled by the middle school teachers of ISR, who are experienced MYP practitioners and highly qualified educators.

Please take the time to read through this guide, as it contains important and hopefully interesting information about the IB Middle Years Programme at ISR.

If you have any comments or questions regarding individual subjects or the Middle Years Programme, please do not hesitate to contact the MYP Coordinator:

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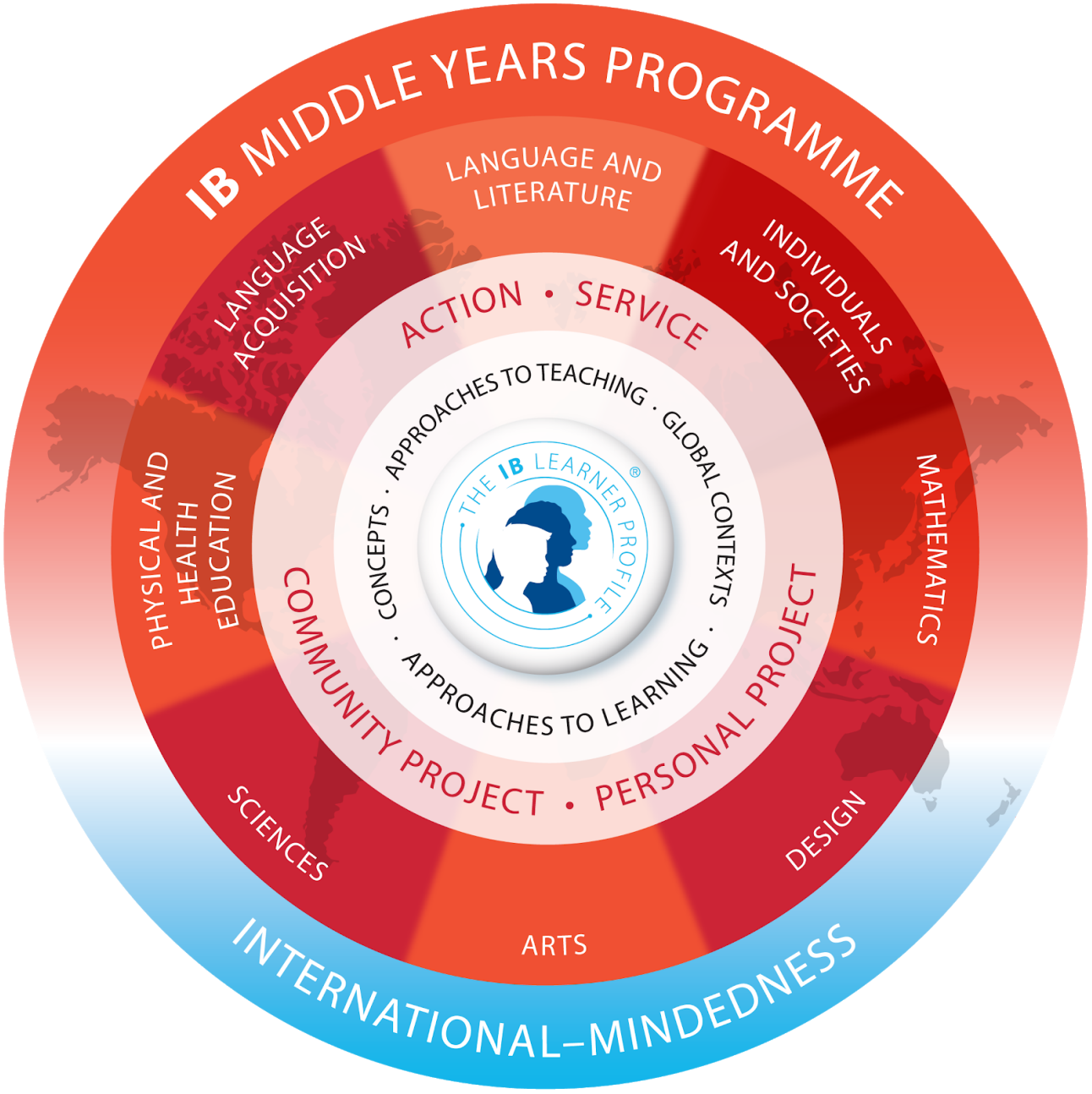
*Revised July 2020*

# Programme Model



# International School Rheintal (ISR) Guiding Statements

## Mission Statement

ISR is a supportive, challenging and child-centered environment. We encourage each student to reach his or her potential whilst promoting international mindedness, empathy and life-long learning. Through teamwork and individual endeavors, members of the school community should

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success

*Approved November 2014*

## Vision Statement

ISR will be the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12 inspiring international mindedness, academic and personal excellence and responsible engagement.

*Approved November 2014*

## Philosophy and Objectives

The International School Rheintal provides a high quality educational programme in English for students from Kindergarten to Grade 12 designed to meet their intellectual, physical, social and emotional needs. The school aims to:

- Challenge and support students to reach their full potential.
- Encourage students to think for themselves and acquire the skills, knowledge and understanding necessary for effective lifelong learning.
- Provide a challenging intellectual programme for exploring the academic disciplines from a global and local perspective.
- Offer a student-centered, welcoming environment which fosters an enjoyment of learning and where student achievements are celebrated.
- Nurture and appreciate a diversity of languages and cultures as a way of knowing.

- Guide students to show concern for themselves, for others, for the community and for the environment.
- Develop in its students a lasting commitment to international understanding and responsibility.
- Cultivate respect, tolerance and acceptance of others.
- Encourage students to strive to be thinkers, communicators and risk takers who are inquiring, knowledgeable, principled, open-minded, caring, balanced and reflective.

*Revised November 2012*

**International-Mindedness**

The ISR community aims to be mindful, to be aware, respectful and appreciative of ourselves, of others and the diversity of all cultures and environments.

Through empathy, openness, inquiry, knowledge, thought, communication, care, courage, reason, reflection and principled action, our community and its members strive to understand the complexity and diversity of human interactions within and between cultures and environments.

The aim of our programs at ISR is to develop compassionate and active individuals who, recognizing their common humanity and shared guardianship of the planet, engage responsibly to create a better and more peaceful world.

*Revised April 2015*

# International Baccalaureate (IB) Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

*Programme standards and practices, January 2014*

# Introduction to the IB Middle Years Programme (MYP)

The Middle Years Programme (MYP) is a challenging framework that encourages students to make practical connections between their studies and the real world. At ISR, the MYP is implemented as a four-year programme: Grade 7 (Year 2), Grade 8 (Year 3), Grade 9 (Year 4) and Grade 10 (Year 5). Students who complete the MYP are well-prepared to undertake the IB Diploma Programme.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents, aged 11 to 16.

The MYP requires a minimum of 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students at ISR have the option to take either French or Design, to provide greater flexibility in meeting students' individual interest.

The MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. Students in Grade 8 complete the community project. All students who complete the MYP in Year 5 complete the personal project. MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

# Fundamental Concepts of the MYP

The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. Learning how to learn and how to evaluate information critically is as important as the content of the disciplines themselves. From the beginning, the MYP has been guided by three fundamental concepts that underpin its development, both internationally and in individual schools: Holistic learning, intercultural awareness and communication.

**Holistic learning** emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students should see the cohesion and the complementarities of various fields of study, but this must not be done to the detriment of learning within each of the disciplines, which retain their own objectives and methodology.

**Intercultural awareness** is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy.

**Communication** is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

# The IB Learner Profile

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. The profile aims to develop learners who are:

- Inquirers
- Open-minded
- Communicators
- Reflective
- Risk-takers
- Knowledgeable
- Caring
- Principled
- Balanced
- Thinkers

# Teaching and Learning in the IB

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.

## Inquiry

Sustained inquiry frames the written, taught and assessed curriculum in IB programs. IB programs feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.

## Action

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, enhancing learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups.

Challenging learning environments help students to develop the imagination and motivation they require in order to meet their own needs and the needs of others. Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programs may involve service learning, advocacy and educating oneself and others.

## Reflection

Critical reflection is the process by which curiosity and experience lead to deeper understanding. Learners must become critically aware of the way they use evidence, methods and conclusions. Reflection involves learners being conscious of potential bias and inaccuracy in their own work and in the work of others (peer-assessment).

# Key and Related Concepts, Global Contexts and Approaches to Learning (ATL)

Apart from the fundamental concepts (see page 8), the MYP curricular framework also uses key and related concepts for student instruction, as well as global contexts and approaches to learning.

## Key Concepts

Key concepts, contributed from each subject group, provide interdisciplinary breadth to the program. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

Key Concepts for the MYP include: Aesthetics, Connections, Form, Perspective, Change, Creativity, Global Interactions, Relationships, Communication, Culture, Identity, Time, place and space, Communities, Development, Logic and Systems.

## Related Concepts

Related concepts, grounded in specific disciplines, explore key concepts in greater detail, providing depth to the program. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Concepts can be interpreted differently and explored from various perspectives and at different levels of complexity. As students develop and deepen their understanding, they can use concepts to innovate, address challenges and solve problems.

## Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, the MYP curricular framework helps students to develop meaningful explorations of:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

**Approaches to Learning (ATL)**

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

| IB ATL skill categories | MYP ATL skill clusters |
|---|---|
| Communication | 1. Communication |
| Social | 2. Collaboration |
| Self-management | 3. Organization |
| | 4. Affective skills (state of mind) |
| | 5. Reflection |
| Research | 6. Information literacy |
| | 7. Media literacy |
| Thinking | 8. Critical thinking |
| | 9. Creative thinking |
| | 10. Transfer |

# Assessment in the MYP

Summative assessment in the MYP is criterion-related. Each subject group has its own set of criteria, which reflect the areas of the subject; the number of criteria and the maximum levels that can be achieved for each criterion are the same for each subject. Each subject has 4 criteria (A, B, C and D) and each criterion has a maximum level of 8 criterion points.

A process of continuous assessment is used whereby student performance against the subject specific assessment criteria is measured on multiple occasions during the year. Each individual assessment task will focus on specific criteria:

| | Language and literature | Criterion points |
|---|---|---|
| **Criterion A** | Analyzing | out of 8 |
| **Criterion B** | Organizing | out of 8 |
| **Criterion C** | Producing text | out of 8 |
| **Criterion D** | Using language | out of 8 |

| | Language acquisition | Criterion points |
|---|---|---|
| **Criterion A** | Comprehending spoken and visual text | out of 8 |
| **Criterion B** | Comprehending written and visual text | out of 8 |
| **Criterion C** | Communicating | out of 8 |
| **Criterion D** | Using language | out of 8 |

| | Mathematics | Criterion points |
|---|---|---|
| **Criterion A** | Knowing and understanding | out of 8 |
| **Criterion B** | Investigating patterns | out of 8 |
| **Criterion C** | Communicating | out of 8 |
| **Criterion D** | Applying mathematics in real-life contexts | out of 8 |

| | Individuals and societies | Criterion points |
|---|---|---|
| **Criterion A** | Knowing and understanding | out of 8 |
| **Criterion B** | Investigating | out of 8 |
| **Criterion C** | Communicating | out of 8 |
| **Criterion D** | Thinking critically | out of 8 |

| | Sciences | Criterion points |
|---|---|---|
| **Criterion A** | Knowing and understanding | out of 8 |
| **Criterion B** | Inquiring and designing | out of 8 |
| **Criterion C** | Processing and evaluating | out of 8 |
| **Criterion D** | Reflecting on the impacts of science | out of 8 |

| | Arts | Criterion points |
|---|---|---|
| **Criterion A** | Knowing and understanding | out of 8 |
| **Criterion B** | Developing skills | out of 8 |
| **Criterion C** | Thinking creatively | out of 8 |
| **Criterion D** | Responding | out of 8 |

| | Design | Criterion points |
|---|---|---|
| **Criterion A** | Inquiring and analyzing | out of 8 |
| **Criterion B** | Developing ideas | out of 8 |
| **Criterion C** | Creating the solution | out of 8 |
| **Criterion D** | Evaluating | out of 8 |

| | Physical and health education | Criterion points |
|---|---|---|
| **Criterion A** | Knowing and understanding | out of 8 |
| **Criterion B** | Planning for performance | out of 8 |
| **Criterion C** | Applying and performing | out of 8 |
| **Criterion D** | Reflecting and improving performance | out of 8 |

| | MYP projects | Criterion points |
|---|---|---|
| **Criterion A** | Investigating | out of 8 |
| **Criterion B** | Planning | out of 8 |
| **Criterion C** | Taking action | out of 8 |
| **Criterion D** | Reflecting | out of 8 |

No matter the subject, each criterion should be assessed at least twice per semester. At the end of the year, a student's sustained levels of criterion points are used to award a Final Grade out of 7 based on IB prescribed conversion tables, the so-called grade boundaries. The grade boundaries are identical for each subject. The chart on the next page indicates how grades are calculated, using the grade boundaries:

| **Grade out of 7**<br>("quick descriptor often used by teachers") | **Grade boundaries**<br>4 Criteria (A, B, C, D)<br>8 Criterion points at best per criterion<br>Maximum of 4 x 8 = 32 criteria points in total |
|---|---|
| **1** ("very limited") | 1 – 5 criteria points |
| **2** ("limited") | 6 – 9 criteria points |
| **3** ("mediocre") | 10 – 14 criteria points |
| **4** ("satisfactory") | 15 – 18 criteria points |
| **5** ("good") | 19 – 23 criteria points |
| **6** ("very good") | 24 – 27 criteria points |
| **7** ("excellent") | 28 – 32 criteria points |

In end-of-semester and end-of-year reports, ISR includes the official IB grade descriptors which are defined as follows:

| **Grade** | **Official IB grade descriptors** |
|---|---|
| **1** | 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** | 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** | 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** | 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** | 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** | 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** | 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. |

# Language and literature: English and German

**Aims**

The aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

**Subject Organisation**

Four key concepts frame the language and literature course in the MYP to form a common foundation:

- Communication
- Connections
- Creativity
- Perspective

# English

**Overall Expectations**

The course enables students to develop an appreciation of all forms of language and literature, and to recognize that language is a powerful tool for communication in all societies. It will encourage students' creativity and imagination, and cultivate their critical-thinking skills. Through interaction with different texts across a variety of genres, students will gain insight into moral, social, economic, political, cultural and environmental issues, and benefit from an increased understanding of the human condition.

The course will:

- develop students listening, speaking, reading, writing, viewing and presenting skills
- provide a linguistic and academic challenge for students, to develop their language skills to their full potential
- offer study of a wide range of text types, writing styles and techniques
- allow students to engage with visual, written, spoken, contemporary and traditional texts
- examine literary texts that use language in aesthetic, imaginative and engaging ways, to entertain, evoke empathy, express cultural identity and reflect on ideas
- examine non-literary texts that use language in precise and accurate ways to inform, transact, report, explain, analyse, argue, persuade and express opinion; examples include advertisements, opinion columns, essays, blogs, brochures, autobiographies
- include a focus on the significance of contexts, target audience, creator's purpose, and the use of linguistic and literary devices.

**Years 2 and 3**

The students will be introduced to a range of world literature. They will have opportunities to develop their writing skills, and to train their critical thinking and literary analysis. Reading, writing, speaking, and listening are developed through a variety of tasks, allowing students to communicate their understanding of the forms of expression through creative and academic work. Grammar and punctuation exercises are balanced with skills development units that provide the fundamental tools for written and oral expression. Class novels are studied to provide training in literary analysis; literary reviews and book presentations provide opportunities for students to cultivate their rhetorical and presentation skills. Creative writing is employed to give students ownership of their own development, and peer assessment makes students academically self-aware.

Some text examples that might be included are novels such as *Holes*, *The Giver*, *and Things Not Seen*, poetry from a wide range of authors, historical fictions such as *Private Peaceful*, *The Boy in the Striped Pajamas*, and *To Kill a Mockingbird*, and non-fiction narratives like *The Diary of Anne Frank*.

**MYP Years 4 and 5**

Students in MYP years 4 and 5 (Grades 9 and 10) will work on developing the skills needed for success in the Diploma Programme. They will study a wide variety of fiction and non-fiction texts, honing their critical-thinking and analysis skills. They will practise comparing and contrasting, discussing, evaluating, justifying ideas and opinions, outlining and summarizing, and synthesizing different ideas to create new understanding.

Some example texts that might be included are Shakespeare plays such as *Romeo and Juliet* and *Macbeth*, novels such as *Lord of the Flies* and *Nineteen Eighty-Four*, and non-fiction narratives such as *Into Thin Air* and *The Suspicions of Mr Whicher*, as well as a large range of online, journalistic and visual texts.

# German

**Overall Expectations**

The main objective is to have the students communicate ideas and information for a variety of purposes and to specific audiences using appropriate language and grammatical forms and language, both aesthetically and functionally. Students will learn to use language in a wide range of ways and circumstances as a means of practical communication and for inquiry. They will develop an appreciation of form and language both aesthetically and functionally. It provides the basic tool of communication within literary and social aspects by enabling efficient learning and practice of other subjects within the school, developing social contacts, and encouraging self-expression. It provides the study of a broad variety of forms of expression through language by fulfilling cultural and intercultural roles, influencing the personal, moral and spiritual development of the student through literature and deepening students' understanding of human nature and values. The course facilitates students' appreciation of the diversity and commonality of culture, life and civilization in Switzerland, Austria, Liechtenstein and Germany.

**Specific Expectations**

Students will examine and practice various types of writing: expository, descriptive, argumentative, imaginative, literary analysis. They will look at the interconnection of literature and the history of art and other cultural events and changes. This will link what students read and study to an interdisciplinary context.

**Focus**

Characteristics and diversity of the novel; Textual analysis; Understanding the context or background of a work; Language: written and oral.

**Years 2 & 3**

Students will learn to use language in a wide range of ways and circumstances as a means of practical communication and for inquiry. Students will create two reading diaries on novels read in class. They will also discover various grammar patterns and practise their spelling. Several types of writing will be produced, mainly objective and analytical and also creative. The year ends with individual book presentations or a group presentation on various short stories.

**Action Areas**

- Response to Literature
- The Writing Process (Prewriting, Drafting, Editing, Proofreading, Presenting)
- Autobiographical Writing
- Descriptive Writing
- Persuasive Writing
- Expository Writing

**Year 4**

Grade 9 German will be taught to develop and extend all needed reading, writing, listening and speaking skills for the forthcoming senior school years and adult life generally. The focus of all units will be to boost each of these skills.

Sample units that may be included are:

- study of the novel
- development of poetry
- the short story
- film study
- language of the media
- works in translation

Text choices within each unit will be based on student skill levels and individual needs to allow for differentiation.

**Year 5**

The Grade 10 German course follows on closely from the previous year and comprises the following units:

- Introduction to the Adult Novel
- Introduction to Poetry: Various Authors
- Introduction to Adult Drama
- Introduction to the Literary Short Story: Various Authors
- Introduction to Non-Fiction Prose
- Film Studies
- Works in Translation

Text choices within each unit will be based on student skill levels and individual needs to allow for differentiation. The order of the units will be influenced by student skills and needs.

**Selected German Texts for Grades 9 and 10**

Introduction to genres:

- Poetry: How does language enable us to express ourselves and how does poetry express people's thinking?
- A work of free choice of the IB book list for individual oral presentation
- Short stories: features, selection of texts, analysis of language, performing as an audio version/performance
- Graphic novel: Art Spiegelman's Maus
- Fiction novels such as Dürrenmatt's Das Versprechen and Patrick Süskind's Das Parfum, investigating narrative styles and characterisation from various perspectives
- Comparing and contrasting a book and a film: Patrick Süskind's Das Parfum
- Introduction to the Drama: German speaking authors and works in translation
- Language in advertising, using manipulative language and creating persuasive text
- Being interested in the development of a living language and its use in an academic way as well as going to theatre performances at nearby TAK or other cultural events of a similar kind
- Interdisciplinary unit with History (WW I or II)
- Text selection at teacher's discretion.

# Language acquisition: German and French

The principal rationale for learning additional languages is to further intercultural awareness and international-mindedness, both central to the IB's mission, through the acquisition of the language of a culture, and the possibilities to reflect upon and explore cultural perspectives.

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

**Aims**

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage

- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

**Subject Organisation**

Four key concepts frame the language acquisition course in the MYP to form a common foundation:

- Communication
- Connections
- Creativity
- Culture

# German

**Expectations**

Where possible students will work parallel to the advanced German class at an appropriate level covering the same topics.

Students will attain an appreciation for German and the German-speaking areas of Germany, Austria, Switzerland and Liechtenstein through a basic exploration of the life, civilization and language of the communities where this language is spoken. They will be able to express themselves at a basic level in speaking as well as writing. They will also be able to develop effective systematic methods for language learning utilizing a variety of sources.

**Course outline for Years 2 and 3**

- **The German-speaking areas**
  Students receive an introduction to the many different German-speaking areas and will associate them with different ways of life and different ways of speaking in basic words and forms of understanding. This unit is important to set a basis regarding the pronunciation, the encoding of a new language in reading and listening. The focus will be on Germany: discovering some German cities with their particular way of life depending on their surroundings (port city in the North/village in the mountains of Bavaria).
- **Family and Home**
  This unit is an exploration of families in the German-speaking areas and their living spaces. At first, students will look at different German-speaking family patterns. They will examine for each pattern their place in society and discuss in a basic way what they observe.
- **School System**
  Students will discover the various school systems that exist in the different German-speaking countries, from Kindergarten to High School. They will be able to compare the school day and the school life between the German-speaking countries and their own experiences in school.
- **Traditions**
  During the whole year, students will discover the many different traditions associated with many different occasions and festivals. They will get an insight into what German-speaking people regularly do. Students will also be able to experience some of their traditions.
- **Environment**
  In this unit, students will look at the topic of the environment in their local area and around the world. They will assess the problems associated with this both locally and globally. Through this they will attempt to come up with solutions for tackling global warming and other environmental issues. This unit will allow students to take responsibility for caring for their environment.

**Course outline for Years 4 and 5**

- **The German-speaking areas**
  Students receive an introduction to the many different German-speaking areas and will associate them with different ways of life and different ways of speaking in basic words and forms of understanding. This unit is important to set a basis regarding the pronunciation, the encoding of a new language in reading and listening. The focus will be on German speaking countries: discovering different cities with their particular way of life depending on their surroundings.
- **Family and Home**
  This unit is an exploration of families in the German-speaking areas and their living spaces. At first, students will look at different German-speaking family patterns. They will examine for each pattern their place in society and discuss in a basic way what they observe.

- **Traditions**
  During the whole year, students will discover the many different traditions associated with many different occasions and festivals. They will get an insight into what German-speaking people regularly do. Students will also be able to experience some of their traditions.

Depending on students' ability levels and at the discretion of the teacher:

During the first semester students may read and analyze Antoine de Saint-Exupéry: Der Kleine Prinz followed by B. Schlink: Der Vorleser, together with the native speaker class in semester 2.

Intermediate students may spend the first semester focusing mostly on grammatical structure.

Beginner German Text: Passwort Deutsch 1
Intermediate German Text: Essentials of German Grammar

# French

**Aims**

- To develop and expand skills in the four basic language areas of speaking, writing, listening using the communicative approach.

- To offer insights into the life and civilisation of the community where the language is spoken, and into local traditions and standards as well as more general aspects of the language.

- To prepare for the DELF (Diploma in French Language Studies) A1, A2 and/or B1 exams. The DELF exams are an official certification of one's French language abilities and designed for non-native speakers of French.

- To organise a student-led field trip to Lyon, France (every other year).

**Course outline for Years 2 and 3**
Students should be able to interact and maintain a simple conversation, to write simple paragraphs based on various topics using the appropriate grammar and conjugation, to take part in everyday life role plays, to read with the right pronunciation and to understand commands and instructions.

- **Ma famille et moi**
  Students use the vocabulary and grammar structures to talk about people, their personal information, family, daily routines, habits, jobs and free time activities.

- **Ma routine et le week-end dernier**
  Students use the vocabulary and grammar structures to talk about daily routines, habits, free time activities using both the Present and the Past tense.

- **"Thomas et la main jaune", "2 ans de vacances" or "La lettre mystérieuse"**
  Students will read a complete work written in simple French words: understanding a

story, being able to retell and rewrite it in their own words.

- **"Le petit Nicolas en vacances" or "La Chorale"**
  Students will watch a movie in French and do some reading comprehension and writing tasks showing their understanding of the story. They will also do an oral presentation of one of the main characters.

**Course outline for Years 4 and 5 (<u>optional choice</u>)**
In addition to concepts learned in previous grades, students should be able to communicate using more complex structures with the right pronunciation, grammar and conjugation. Each topic is divided into subtopics to facilitate vocabulary, grammar and text handling tasks as well as speaking activities.

- **L'environnement**
- **Le système scolaire français et mon futur**
- **"Notre Dame de Paris" or "Le Tour du Monde en 80 jours"**
- **"La Boum 1" or "Ma vie de courgette"**

**Resources**
"Bien Joué 1" (exercises book), "Equipe 2" (student book + exercises book), "Rond-Point" (exercises book), "Tricolore 3 & 4" (student book), online computer activities and teacher-made learning material.

# Mathematics

**Aims**

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the

universality of mathematics and its multicultural and historical perspectives

- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

**Subject Organisation**

Three key concepts frame the mathematics course in the MYP to form a common foundation:

- Form
- Logic
- Relationships

**Areas of Mathematics**

- **Number**
  The ability to work with numbers is an essential skill in mathematics. Students are expected to have an understanding of number concepts and to develop the skills of calculation and estimation. Students should understand that the use of numbers to express patterns and to describe real-life situations goes back to humankind's earliest beginnings, and that mathematics has multicultural roots.

- **Algebra**
  Algebra is an abstraction of the concepts first used when dealing with number and is essential for further learning in mathematics. Algebra uses letters and symbols to represent numbers, quantities and operations, and employs variables to solve mathematical problems. Students who wish to continue studying mathematics beyond the MYP will require knowledge of concepts and skills in algebra. Teachers should assist students' understanding of algebra by using real-life contexts for the application of algebraic knowledge and skills in problem-solving situations. To develop deeper problem solving understanding, algebra topics can be linked to modeling, representations and connections.

- **Geometry and Trigonometry**
  The study of geometry and trigonometry enhances students' spatial awareness and provides them with the tools for analyzing, measuring and transforming geometric quantities in two and three dimensions.

- **Statistics and Probability**
  This branch of mathematics is concerned with the collection, analysis and interpretation

of quantitative data and uses the theory of probability to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events.

Through the study of statistics, students should develop skills associated with the collection, organization and analysis of data, enabling them to present information clearly and to discover patterns. Students will also develop critical-thinking skills, enabling them to differentiate between what happens in theory (probability) and what is observed (statistics).

Students should understand both the power and limitations of statistics, becoming aware of their legitimate use in supporting and questioning hypotheses, but also recognizing how statistics can be used to mislead as well as to counter opinions and propaganda.

Students should use these skills in their investigations and are encouraged to use information and communication technology (ICT) whenever appropriate.

**Year 2, Grade 7 Mathematics**

- Whole Numbers
- Angles and lines
- Fractions
- Algebraic expressions
- Equations
- Polygons
- Coordinates
- Length and area
- Algebraic expansion and factorisation
- Further measurement
- Ratio
- Solids
- Circles
- Rates

Mathematics book: Hease & Harris Publication, "Mathematics for the international Student MYP 2"

Calculator for Mathematics: Scientific Calculator (please consult with the Math teacher)

**Year 3, Grade 8 Mathematics**

- Real numbers and ratio
- Algebraic operations

- Laws of algebra
- Equations
- Radicals and pythagoras
- Coordinate geometry
- Simultaneous equations
- Percentage
- Probability
- Interpreting tables and graphs
- Statistics
- The geometry of polygons
- Trigonometry
- Algebraic factorisation

Mathematics book: Hease & Harris Publication, "Mathematics for the international Student MYP 3"

Calculator for Mathematics: Scientific Calculator (please consult with the Math teacher)

**Year 4, Grade 9 Mathematics**

- Indices (Chapter 2)
- Algebraic Expansion (Chapter 4)
- Radicals (Chapter 5)
- Algebraic Fractions (Chapter 11)
- Sets and Venn Diagrams (Chapter 3)
- Linear Equations and Inequations (Chapter 6)
- Simultaneous Equations (Chapter 19)
- Quadratic Factorisation (Chapter 9)
- Quadratic Factorisation (Chapter 18)
- Quadratic Functions (Chapter 21)
- Exponential and Rational Functions (Chapter 23)
- Transformation Geometry (Chapter 16)
- Congruence and Similarity (Chapter 20)
- Financial Mathematics (Chapter 12)
- Probability (Chapter 14)

- Statistics (Chapter 10)

Mathematics book: Hease & Harris Publication, "Mathematics for the international Student MYP 4"

Calculator for Mathematics: Scientific Calculator TI-Nspire (please consult with the Math teacher)

**Year 5, Grade 10 Mathematics**

- Algebraic Expansion and Factorisation (Chapter 3)
- Radicals and Surds (Chapter 4)
- Pythagoras' Theorem (Chapter 5)
- Coordinate Geometry (Chapter 6)
- Deductive Geometry (Chapter 19)
- Quadratic Equations (Chapter 11)
- Quadratic Functions (Chapter 20)
- Relations and Functions (Chapter 15)
- Number Sequences (Chapter 16)
- Exponential Functions and Logarithms (Chapter 18)
- Trigonometry (Chapter 12)
- Advanced Trigonometry (Chapter 21)
- Introduction to Calculus (Chapter 25)

Mathematics book: Hease & Harris Publication, "Mathematics for the international Student 10E: MYP 5 Extended"

Graphing Calculator for Mathematics: please consult with the Math teacher

# Sciences

## Aims

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

## Subject Organisation

Three key concepts frame the sciences course in the MYP to form a common foundation:

- Change
- Relationships
- Systems

## Areas of Science

- **Biology**
  The branch of science concerned with life – from the molecular level through the interactions of cells, tissues and organs, to the ecological interactions of organisms with their living and non-living environment.

- **Chemistry**
  The branch of science concerned with the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances.

- **Physics**
  The branch of science that focuses on measurement and takes these measurements to study space and time, motion, energy transfers and forces.

## Overall Expectations

Students are encouraged to investigate science by formulating their own questions and finding

answers to those questions, including through research and experimentation.

Scientific inquiry enables students to develop a way of thinking and a set of skills and processes that they can use to confidently tackle the internal assessment component of DP subjects in biology, chemistry and physics. Moreover, the MYP sciences objectives and assessment criteria A–D are aligned with the DP sciences objectives and internal assessment criteria, supporting the smooth transition from the MYP to the DP.

Students should move on from the course with a better understanding of the world around them, and able to make informed choices and decisions.

### Year 2 and 3, Grade 7/8 Science

As the basis for the students' future science learning, the units will contain elements of Biology, Chemistry and Physics but will also draw links and parallels between the different disciplines. The students will work from the Oxford University Press Science Works 1, 2 and 3 textbooks. The theoretical parts of the course will be supplemented and augmented by a series of lab experiments.

### Year 4 and 5, Grade 9/10 Science

| • **Biology** | • **Chemistry** | • **Physics** |
|---|---|---|
| **Ecology** | **Atomic structure** | Measurement |
| **Cells** | **Periodic trends** | Motion 1 |
| **Metabolism** | **Solutions** | Forces |
| **Genetics** | **Bonding** | Energy |
| **Evolution** | **Stoichiometry** | Motion 2 |
| **Anatomy** | **Energetics** | Heat & temperature |
| | | Electricity & magnetism |
| | | Sound & light |

The students will work from the Hodder Education "MYP by Concept" textbooks for Biology, Chemistry, and Physics. The theoretical parts of the course will be supplemented and augmented by a series of lab experiments utilising computer data logging equipment, and with fieldwork.

# Individuals and societies

## Aims

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how human systems of society and government operate and evolve
- identify and develop a concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

## Subject Organisation

Four key concepts frame the individuals & societies course in the MYP to form a common foundation:

- Change
- Time/place/space
- Global interactions
- Systems

## History ATL Skills

- Dates, calendars and timelines
- Narratives and identity
- Analysis and evaluation
- Historical interpretation and historiography
- MLA referencing

## Overall Expectations

At ISR we are responsible for developing and structuring MYP individuals and societies courses that provide opportunities for students to meet the aims and objectives of the program. Through year 2-5 we will structure the program to meet the needs of our students in this class.

MYP standards and practices require us to facilitate and promote collaborative planning for the

purpose of curriculum development and review.

Individuals and societies objectives for years 2 to 5 of the curriculum provide continuity and outline a progression of learning. These objectives guide teachers in making decisions about developmentally appropriate learning experiences, including formative and summative assessments.

As we develop the vertical articulation of individuals and societies over the years of the program, teachers will plan increasingly complex units of work that encompass multiple objectives. However, within these units, discrete tasks or smaller units of work might concentrate on specific objectives or individual strands.

Individuals and societies courses offer many opportunities to build interdisciplinary connections across the curriculum. Horizontal articulation for each year of the programme should coordinate teaching and learning across courses in individuals and societies, as well as identify shared conceptual understandings and approaches to learning (ATL) that span multiple subject groups and help to create a coherent learning experience for students throughout the year.

**Year 2 and 3, Grade 7/8 Geography and History**

- Geography and the natural world
- Governments and Societies
- The Romans
- The Middle Ages around the World
- The Renaissance and Scientific Revolution
- American and French Revolutions

**Year 4 and 5, Grade 9/10 History**

**World War I**

Students will examine the causes and consequences, similarities and differences, primary and secondary sources, general trends in history and the role of individuals with respect to the World War I from 1914-1919.

Topics include:

- What is History?
- Origins of World War I
- Practices of World War I
- Consequences of World War I

**History Texts:**

Modern Minds: The Twentieth-Century World by Jamie Byrom

A variety of primary and secondary sources related to World War I.

**The Cold War**

Students will examine the causes and consequences, similarities and differences, primary and secondary sources, general trends in history and the role of individuals with respect to the Cold War from 1945-1991.

Topics include:

- Origins of the Cold War
- The Space Race
- The Vietnam War
- The Berlin Wall and the Cuban Missile Crisis
- The End of the Cold War

**History Texts:**

The USA and Vietnam by Vivienne Sanders

Europe and the Cold War 1945-1991 by David Williamson

A variety of primary and secondary sources related to the Cold War.

**Approaches to learning (ATL)**

- History research and referencing skills (MLA style)
- Source research, selection and analysis
- Writing a history essay

**Year 4 and 5, Grade 9/10 Business Management**

The topics to be explored will include:

- Business organization and environment
- Human resource management
- Finance and accounts
- Marketing
- Operations management

Students are expected to:

- Locate, analyse, evaluate, synthesise and ethically use information from a variety of sources
- Analyse and evaluate business issues from different perspectives
- Manage time and tasks effectively

**Approaches to learning (ATL)**

- Research skills
- Communication skills
- Thinking skills
- Social skills

- Self-management skills

# Arts

## Aims

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

## Subject Organisation

Four key concepts frame the arts course in the MYP to form a common foundation:

- Aesthetics
- Change
- Communication
- Identity

## Overall Expectations

The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile affective communication.

Through the arts, students working both cooperatively and individually have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. The arts are a powerful medium for the exploration of the human condition, our society and our world. In this respect they are a great educational tool for the exploration of the MYP Global Contexts, particularly those that involve identities and cultural expression.

Every person has the ability to be creative. In a rapidly changing world, it cannot be assumed that the knowledge and understanding that students develop during their formal education will be sufficient. Learning to think critically and creatively enables us to analyze situations, revisit challenges, create possible solutions, and innovate our way into a better future. Providing students with the tools for generating creative thought and encouraging creative behaviors will allow students to develop their creativity across all subject groups and foster lifelong learning.

There are many models of creative behaviors; lateral and divergent thinking are clear indicators of creative thought processes.

**Thinking creatively involves**

- questioning – often generating new and unusual further questions from the original question
- responding to ideas, questions, tasks or problems in a surprising way
- challenging conventions and one's own and others' assumptions
- thinking independently
- seeing possibilities, problems and challenges positively
- visualizing alternatives
- using imagination to examine possibilities
- considering other perspectives than one's own
- playing with ideas and experimenting
- responding intuitively and trusting one's intuition
- anticipating and overcoming difficulties, modifying one's ideas in the process
- recognizing when an original idea has value and pursuing it

**Integrated Arts in Years 2 – 5**

The MYP Arts courses have been planned to integrate the required elements of Visual Arts and Performing Arts.

The arts disciplines are addressed as follows:

- Visual Arts: Drawing, Painting and Sculpting
- Performing Arts: Drama, Music

Projects in the arts incorporate elements of research, design, reflection and creative expression in all of the above areas. Students work both independently and collaboratively to develop artworks using their visual and performing arts skills. Where possible, an integrated approach allows a natural and wide-ranging combination of the competences from across the arts so that projects provide students with opportunities to identify and develop specific skills they wish to explore, as benefits the artworks they are creating.

Students document every stage of their creative journey in their developmental workbook which uses both hard copy and digital resources as appropriate. Internal sharing and feedback is carried out at regular intervals and exhibitions for the school community take place each year.

# Design

## Aims

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop a respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

## Subject Organisation

Four key concepts frame the design course in the MYP to form a common foundation:

- Communication
- Communities
- Development
- Systems

## Overall Expectations

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

Competent design is not only within the reach of a small set of uniquely skilled individuals, but can be achieved by all. The use of well-established design principles and processes increases the probability that a design will be successful. To do this, designers use a wide variety of principles which, taken together, make up what is known as the design cycle:


*Source: http://www.jasonunderwood.com/tag/design-technology/*

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution.

In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently.

**Years 2 and 3 and optional in years 4 and 5**

The design courses are designed to expand the students' skills, competences and understanding into new areas. Through a diverse range of projects, the students will develop their ability to use the Design Cycle as the central inquiry model for the subject.

Increasingly, the projects require students to work with a client who may be another student in the school, a teacher, a family member, or a person outside of the school community. Such 'real-world' projects provide the students with rich learning opportunities and require them to develop many subject-specific and interdisciplinary approaches to learning.

The units will provide opportunities for students to develop products and solutions, which may include:

- resistant materials products
- computer-based products
- food technology products

The students will be developing skills in the following areas:

- resource management
- time management
- client relations
- technological creativity
- customer research

Throughout the course, opportunities are created for students to integrate their learning in design with learning objectives in other subjects, through interdisciplinary experiences.

# Physical and health education

**Aims**

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

## Subject Organisation

Three key concepts frame the physical and health education course in the MYP to form a common foundation:

- Change
- Communication
- Relationships

## Overall Expectations

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life. Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

## Health and Well-being

Students will learn about:

- muscular strength and endurance
- flexibility
- exercising safely
- exercise stages
- benefits of exercise
- cardiovascular fitness
- measurement of heart rate

**Athletics and Motor Skill Development**

Students will:

- display refined techniques in running, jumping and throwing events
- take responsibility for their own learning by focusing on specific aspects of their technique
- recall the fitness components that will impact of their performances
- exhibit an awareness of specific athletic principles such as take-off action and leg stride length
- support and encourage others by giving specific athletic feedback

**Ball Games and Drills**

Students will:

- become more proficient in the skills needed to play each ball game
- develop a greater understanding of rules and strategies of the game
- practice sportsmanship and teamwork consistently
- show their understanding of the rules by refereeing class games

**Gymnastics or Movement to Music**

Students will:

- perform flexibility exercises for gymnastics
- develop starting and finishing positions
- use an increased variety of apparatus
- plan, compose and perform a sequence that uses both the floor and apparatus
- demonstrate an understanding of safety and the ability to support other students while using apparatus
- display a knowledge of the correct ways to set up and put away apparatus
- collaborate effectively as a group to set up the gymnasium or classes
- learn about tempo and rhythm
- carry out rhythmic sequences in unison
- create and perform a rhythmic sequence for an audience

**Racquet and Team Sports**

Students will:

- learn and practice the basic skills necessary to play the game
- learn the basic rules and strategies of the game
- use court courtesy and teamwork while playing games
- understand the importance of good sportsmanship
- care for and maintain equipment

# Projects

### Community Project

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.

### Personal Project

The personal project encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an

extended period of time

- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

# Academic Integrity

Teachers at ISR recognize that integrity is a significant component in the academic success of our students. Therefore, academic integrity is promoted throughout the school.

In order to gain an idea of academic integrity, it is crucial that students have an understanding of the various definitions that constitute academic dishonesty which is the opposite of academic integrity:

**Malpractice**

Any behavior that results in, or may result in, a student or group of students gaining unfair advantages in academic work. Malpractice includes but is not limited to plagiarism, collusion, duplication of work, cheating, and falsifying data/work.

**Plagiarism**

The representation of the ideas or work of another person as one's own:

- Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.
- Failure to identify (cite) the source of quotations and paraphrases. Of course one must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.
- Failure to identify the source of the elements of a nonverbal work (for example, painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

**Collusion**

Supporting the malpractice by another student or assisting another student's academic dishonesty:

- Writing a paper or other project for another student.
- Allowing another student to copy from one's examination, paper, homework assignment, or other project.
- Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.
- Sharing information regarding assessment contents and questions with other students.

**Cheating**

The use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project:

- Copying answers from another student's examination, paper, homework assignment, with or without that person's consent.
- Providing work to be copied (collusion).
- Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor.
- Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.
- Collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor.

**Fabrication**

The creation of false data or citations:

- Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project.
- Fabrication of a citation: Inventing a phony citation for a research paper or other project.
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and resubmitting it to the instructor in order to claim an error in grading.

**Duplication of Work**

Using the same work for more than one course without clear permission from the instructor:

- Submitting a paper or project in more than one course for a grade.
- Submitting a lab report for more than one course without discussing it with both teachers involved.

**Student Responsibilities**

- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Understand the proper way of citing or acknowledging original authorship of works or ideas (MLA citation style).
- Understand the consequences of academic dishonesty and malpractice.

**Consequences**

If a suspected case of academic dishonesty occurs, the following steps will be undertaken:

1. The documentation and episode will be reported to the MYP Coordinator.
2. The teacher and/or MYP Coordinator will email or call the parents to inform about the student's malpractice.
3. The student will have to report after school to make-up the assessment or homework with the teacher. The teacher will correct the assignment and grade the assessment.
4. If the teacher and student cannot agree that an offense has occurred, the MYP Coordinator and/or Director will hear both parties, plus anyone else involved, and a resolution will be sought.
5. In the case of a student coming to class with no assessment, the student will be given an amount of time (determined by the teacher) to complete the assessment either in class or after school.

*Partially adopted from Vanguard High School, Academic Honesty and Integrity Policy, 2014 (see 'References')*

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