

MYP Curriculum Guide

2019-2020

ISA The International
School of
Amsterdam





ISA is a proud member of the Eco-Schools programme promoting sustainability for our school and community.

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Mission

Our Mission

To educate for international understanding

Our Vision

To create a community of life-long learners who value inquiry, critical and creative thinking, take informed risks, and act with integrity and compassion.

Our Beliefs

At ISA we believe in developing:

Minds

- Inquiry and reflection
- Critical and creative thinking
- Curiosity and open-mindedness
- Professional development

Character

- Integrity and compassion
- Respect and collaboration
- Choices and risks
- Balanced lives

Communities

- Unity in diversity
- Sustainable futures
- Strong connections
- Empathy



Introduction



This guide is intended for students and parents as an outline of the courses and programmes offered at ISA in grades 6 through 10. The overviews provided are relatively brief, however more details can be obtained from the International Baccalaureate (IB) Middle Years Programme (MYP) Coordinator, teachers, and heads of departments.

As you review this document and consider courses for the MYP years, we recommend that you reflect on some of the core values that underpin the IB, and that are captured in its 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, com-

passionate and lifelong learners who understand that other people, with their differences, can also be right.

We believe that students who graduate from ISA are well prepared for lifelong learning, and that the IB programmes and our school help them to develop the skills necessary to learn how to learn. ISA teachers focus on teaching for genuine understanding, challenging students' assumptions about the nature of knowledge and requiring them to construct sound, informed perspectives on a wide range of subjects.

This guide includes information and text that have been taken from published IB MYP guides. Please let us know if you have any questions about the information included.

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MYP Core

IB Middle Years Programme: Grades 6 - 10

The International School of Amsterdam embraces the International Baccalaureate programmes in all phases of its curriculum. In grades 6 to 10, all students encounter a wide range of courses. In addition to this, all students embrace a series of Service as action opportunities, with Grade 10 students culminating their final MYP year with the personal project.

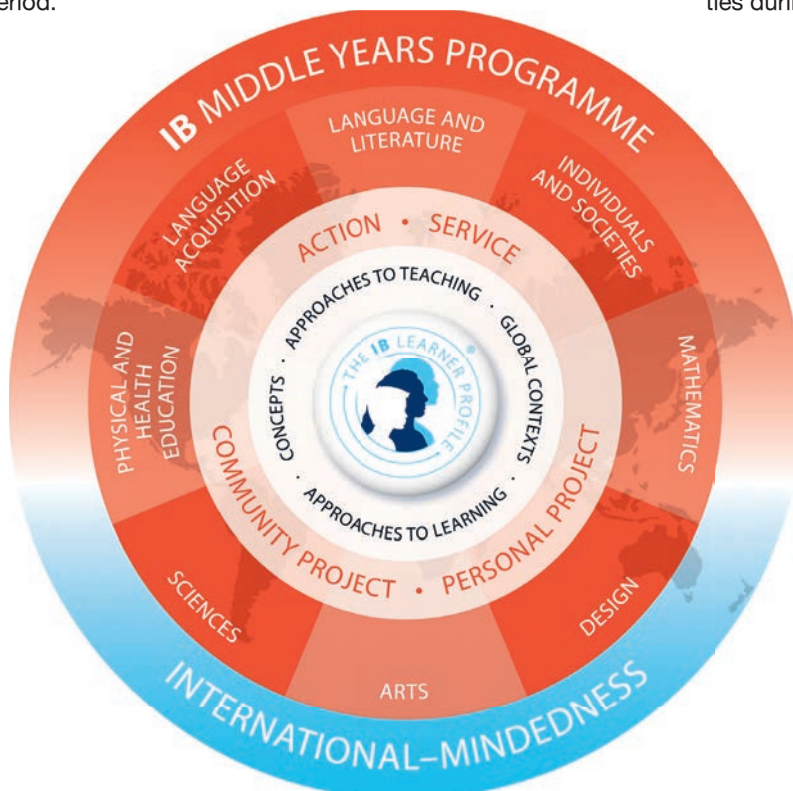
As represented in the below diagram, the IB Middle Years Programme stipulates that students study across eight subjects over a 5 year period.

These eight subjects include:

- Arts
- Design
- Individuals and societies
- Language acquisition
- Language and literature
- Mathematics
- Physical and health education
- Sciences

All IB Middle Years students complete a personal project during their final year, under the supervision of a faculty supervisor on a topic of their personal choice.

They also take part in a series of Service as action opportunities during each year of the MYP.



MYP Core

MYP Approaches to Learning

MYP Approaches to Learning (ATL) are positioned at the very centre of the MYP teaching and learning philosophy.

MYP ATL's equip MYP students with the skills to help them 'learn how to learn'. These skills are taught and developed through their MYP learning experiences allowing them to use, reflect and articulate their own learning process.

The MYP identifies five ATL skill categories, divided into a set of 10 skill clusters, as represented below:

ATL Skill Category	ATL Skill Cluster
1. Communication	1. Communication
2. Social	2. Collaboration
3. Self-management	3. Organisation 4. Affective 5. Reflection
4. Research	6. Information literacy 7. Media literacy
5. Thinking	8. Critical thinking 9. Creative thinking 10. Transfer

The ATL 'tools for learning' are developed across all subject areas, scaffolded and implemented within the teaching contexts of our MYP classrooms here at ISA. The ATL's are used to support the content and conceptual nature of our MYP courses and equip students, over time, with the necessary skills required to be lifelong learners.

ATL's are not formally assessed in the MYP, although they contribute significantly towards a student's achievements across all subject areas.

Assessment in the MYP

MYP assessment allows teachers to plan, develop and implement a wide variety of rigorous tasks. Teachers assess student learning through the prescribed subject-group specific objectives, making use of the assessment criteria for each subject, within each year of the programme.

MYP assessment is a transparent, teacher judgement that is guided by the subject specific assessment criteria. This 'criterion related' approach ensures that all students are assessed against the criteria, and not against each other.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunities for students to transfer skills across disciplines, such as in the personal project and interdisciplinary unit assessments

MYP Core

- promote positive student attitudes towards learning
- promote a deeper understanding of subject content by supporting students in their inquiries which are set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
- Subject group criteria, through the use of a 1-8 achievement level, are implemented for teachers to gather an understanding of student learning over time.

(MYP: From Principles into Practice, 2017)

The MYP assessment criteria across subject groups can be summarised as follows:

	A	B	C	D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting
MYP projects	Investigating	Planning	Taking action	Reflecting

MYP Core

The MYP 1-7 grading scale below is used to determine final MYP grades in each year of the MYP.

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP Service as action

The Service as action programme is a part of the MYP core curriculum which engages all students in grades 6 to 10. It encourages learners to be caring members of the community through action and service and teaches students how to take action on issues of importance through the Service learning cycle:

- investigation into an issue
- preparation for action
- taking action
- reflection
- demonstration

In grades 6-8, students begin to identify their own strengths and areas for growth and learn how they can use their skills and knowledge in service of others. They engage in a variety of school and local community-based service projects, delivered through the homeroom programme, and are encouraged to take action and undertake challenges that will help them develop new skills. In grades 9-10, students build upon the fundamental skills established in the first three years of the MYP by persevering in action and committing to longer-term service experiences that are increasingly independent.

They engage more frequently in student-planned initiatives; they collaborate with peers, teachers and community resources, both local and global; they are asked to consider the ethical implications of their actions and develop international-mindedness through global engagement. Across the grades, and progressively so in the last two years of the programme, students participate in Service as action experienc-

es that are both initiated by academic and homeroom topics, as well as independent, extra-curricular actions.

MYP Personal project

The Personal project is an independent learning opportunity for our Grade 10 (MYP5) students to practice and consolidate their approaches to learning, and subject-specific learning, within an area of personal interest. The project allows for an exploration of our MYP global contexts and the creation of a personal and often creative end product or outcome.

At ISA this learning journey begins at the very end of Grade 9, when students are introduced to the requirements of the project, choose a topic and appropriate goal, as well as get assigned a teacher supervisor.

The journey continues in the Autumn/Winter of Grade 10, when students engage in a consistent cycle of inquiry, action and reflection. Many of the IB Learner profile attributes are explored, and the project culminates with the development and implementation of the Personal project exhibition for our school-wide community to engage with and experience. It is our intention that the project further consolidates and fosters the development of inquisitive, lifelong learners.

ISA Students engage in a series of semester-long Arts courses which are listed below:

MYP Year	Grade	Drama	Media	Music	Visual
1	Grade 6	✓		✓	
2	Grade 7	✓			✓
3	Grade 8			✓	✓
4	Grade 9	✓	✓	✓	✓
5	Grade 10	✓	✓	✓	✓

Drama

MYP1 - Grade 6

During Grade 6 Drama, students begin to build the basic skills of the dramatic arts. These skills involve working with others and creating characters and scenes that are focused and based around a variety of contexts. Students also learn how to reflect and effectively evaluate practical work, using specific examples and drama language. The statement of inquiry '*How something is presented can be more important than what is presented*' and the key concept of 'aesthetics' enable students to explore a wide range of stimuli and dramatic techniques. *The BFG* by Roald Dahl is the starting point for this and students develop original dream sequences, monologues and physical theatre pieces. Students devise comic pieces inspired by simple jokes and then develop these further by looking at modern

sitcoms and the origins of comedy through Greek Theatre. To conclude, students present the mechanicals from *A Midsummer Night's Dream* by William Shakespeare and reflect how these moments still hold comic value today.

MYP2 - Grade 7

Grade 7 Drama provides an opportunity for students to engage in text and devising work. Students explore the themes and language of a Shakespearean play and work towards creating an artistic intention. They consider staging that intention with the aim to create an impact on an audience. Students work with designing costumes and using light and sound. The statement of inquiry '*The future of live performance will be challenged in this technical age*' and the key concept of 'change' enables students to explore a wide range of stimuli and dramatic techniques. They

create dramatic pieces based on Ray Bradbury's *The Pedestrian* and also devise work using a range of stimuli including *If You Push A Button* by Takagi Kyozo and *The Persistence of Memory* by Salvador Dali. They contemplate the positive and negative aspects of technology on society.

MYP4 - Grade 9

'Deconstructing Drama' and 'Constructing Theatre' is essentially the framework for Grade 9 Drama. Students develop and extend their range of dramatic skills and participate in a number of practical workshops of contemporary practitioners, including the physical theatre company, Frantic Assembly. Students explore a range of play texts that have young people as central characters and explore the commonality of themes with those written in the past to those written in more recent times. They create their own interpretation of *The Changing Room* by Chris Bush as an opportunity to develop their own personal message for an audience. Finally using Dina Goldstein's *Fallen Princesses* as a starting point, students embark on a collaborative theatre project that is influenced by the practitioner Bertolt Brecht. Students use Brechtian-theatre techniques and current global events to create their own original meaningful, and powerful, pieces of theatre. All practical work is peer-evaluated using specific examples.

MYP5 - Grade 10

Through Grade 10 Drama, students explore the relationship between actor and audience. Primarily, this involves developing their practical skills and approaches to staging to apply a new lense of creative possibility. Students develop scenes in

response to the contemporary devised play, *100*, (Diene Petterle, Neil Monaghan, & Christopher Heimann), which uses physical theatre, ensemble and minimal production elements to communicate a powerful message. 'How do you make an audience laugh?' is the focus of the second part of the course as students explore Commedia dell'Arte, the history of the comic genre, as well as modern comic playtexts and their own lazzi. Finally students explore *The Laramie Project*, (Moises Kaufman and Tectonic Theatre Company) and use this to work collaboratively to create a piece of Verbatim Theatre, which allows them to create a powerful and ethical piece of theatre based on real people and real-life events.

Media arts

MYP4 - Grade 9

Unit 1: Advertising changed my life

Through learning about media and how to create media, students have the chance to understand its power as a tool for expression and investigation. During the Grade 9 Media arts course, students learn about photography, the application of semiotics, modes of rhetoric, lighting techniques, composition, and target audiences as they relate to advertising and print media. The unit culminates in students creating a series of photographic advertisements for a charitable organisation, a school event or clubs. Photography is a medium used to tell stories that immediately cross cultural boundaries to speak in a universal language. This media course is engineered to allow students to develop creative thinking and transfer skills within a highly motivating context.

Unit 2: Film forms

Within this Media arts unit, students utilise and build upon their understanding of still photography to analyse forms used to create narrative film texts. Students learn to analyse film scenes, short films and animation to identify concepts of character, goal, and conflict and the three-act structure. The history and techniques of animation and montage are explored as a means of creating complex and compelling storytelling. Students utilise established forms of animation and film production planning such as loglines, shot types and storyboarding. By analysing these common forms students gain a greater understanding of how narrative films are capable of informing an audience's perception of time and space. Moreover, the Media arts course offers students engaging content wherein they may further hone their creative thinking and transfer skills.

MYP5 - Grade 10

Unit 1: Changing type

Grade 10 Media arts is a semester-based arts course wherein students learn about various types of media including typography, poster, and graphic design. Students explore media through historical and cultural contexts and examine areas of personal interest in order to develop their visual communication skills. The course focuses on illustration, principles of *gestalt* and page design. Research and communication skills form the core approaches to learning addressed in the course. Typographers and graphic designers studied include Johannes Gutenberg, Paul Renner, David Carson, and Paula Scher. Additionally, the differences and similarities between applied and fine arts are investigated through the lens of the

Bauhaus philosophy. Students are introduced to a plethora of media environments where their own type and graphic design skills can be applied.

Unit 2: The power of posters

Within this second Grade 10 Media arts unit, students learn about the history of posters and their ability to communicate perspectives that are both personal and cultural. Students explore the principles of *gestalt*, illustration, and techniques for visual communication in order to establish visual literacy skills and engender a critically-minded disposition necessary to accurately discuss the many implications of visual messages. Moreover, concepts of culture and selfhood are explored from an international perspective with an emphasis on differences, commonalities, and respect. Students create posters that are informed by their knowledge gleaned from our first unit on typography and culminates in posters that service a variety of school activities, events, and clubs which gives their learning an immediate real-world context.

Music

MYP1 - Grade 6

The semester begins with a unit on programme music with students listening to a variety of music including that of Antonín Dvořák and Bedřich Smetana. Students develop composition and performing skills during collaborative work. Students chose an aspect of music from a country of their choice to research and present in class during the world music unit. Irish tin whistle, *glockenspiel*, guitar, and keyboard are introduced



and taught throughout the semester. Students are encouraged to challenge themselves and to develop their musical skills and understanding. A class ensemble is formed, exploring ideas and incorporating a variety of instruments culminating in a public performance and showcase. Students learn to perform and analyse music, dance and songs in different styles and languages. Instrument playing is performed in small groups and as a whole class. The class collectively organise, prepare and present a two-hour musical programme to senior citizens of two local retirement homes.

MYP3 - Grade 8

During this semester course, students

complete a unit that focuses on drumming and allows the students to compose their own pieces of music, using a tool called MuseScore. Students also learn to play the *Gamelan* and complete a research task on a music genre. Within the final unit, students create a music video around the theme of 'beauty'. Individual musical contributions to this video are made and each student is responsible for the rehearsal schedule, recording and editing of the video.

MYP4 - Grade 9

In Grade 9, music students investigate the importance that musical texture, or layering, plays in expressing the complexities of the human condition. In composing

an original piece of electronic music as well as singing as a choir, students form a deeper understanding of the musical elements at play in any piece of music and how artists manipulate the musical material to achieve a specific outcome. The students then build upon this knowledge by investigating how musical elements in genres from the Americas have been influenced by music from Sub-Saharan Africa, developing analytical vocabulary and listening skills. Through this investigation, students re-contextualise information they have previously learned about the transatlantic slave trade and develop understanding of how migration influences art. Finally, students work collaboratively to improvise music to accompany physical human movement, further cementing their ability to perform, create and analyse music as a tool to express ideas.

MYP5 - Grade 10

Within this course, students will continue to explore the question “*What do musicians do?*” focusing specifically on how musicians use music to inspire changes in society through protest music. In order to arrive at an understanding of the structural components of protest music, students will learn about harmony and how musicians incorporate chord progressions in their work. Students continue to work with music notation software and improve the skills of reading and notating. During a large part of the semester, students learn how to play the guitar and apply their knowledge of harmony to performing various songs and composing their own pieces. Finally, students investigate the qualities of an effective protest song and work collaboratively on a performance of protest music at the end of the semester.

Visual arts

MYP2 - Grade 7

During this semester based Visual arts course students explore the idea of how artists can comment and contribute to discussions connected to the environmental issues of our time. Initial investigations feature artists such as Andy Goldsworthy and Hundertwasser who dedicated much of their creative work to producing work of ecological significance. We also review the work of Vincent Van Gogh to explore a greater range of mark making techniques and colour work relating to nature. Through various artistic formal qualities such as line, pattern, colour and composition students will develop original artworks that reflect both the technical elements studied together with creative development of independent thematic concepts about the environment. The process journal that students contribute to is a central tool that scaffolds independent research work, creative process routines and reflection.

MYP3 - Grade 8

During this semester based Visual arts course students are introduced to the concept of visual representation of narratives using symbolism and metaphor to communicate ideas and stories. This is carried out through initial investigations into various artefacts from cultures such as Aboriginal, Egyptian, Prehistorical, and Celtic, providing a historical framework of reference through which we explore more contemporary examples. Students will explore notions of identity, both social and individual and create artworks that utilise visual techniques studied to evolve novel visual interpretations of text based narratives. Creative writing routines will gener-

ate original texts that are encoded visually using independently designed symbols and pattern for their culminating artwork. A variety of materials will be used. The Visual Art Journal is a central tool that scaffolds independent research work, creative process routines and reflection.

MYP4 - Grade 9

During this semester based Visual arts course students explore the art of visual storytelling across different cultures and backgrounds. Student will investigate the symbolic and metaphorical use of visual elements and their significance within specific contexts. Questions are asked such as: *How can images be used to construct meaning? How can the artist act as a social commentator? Can artists affect social change?* Students look at the work of contemporary artists such as Kara Walker, Banksy, Sheparf Fairey and William Kentridge. Students investigate silhouette and stencil making and create their own studio pieces employing these techniques. In addition, history paintings are investigated for examples of content and symbolism. Students develop an original individual artwork reflecting an artistic intent of their own choosing that visually represents a theme, with their work culminating with a series of group-based stop-motion animations inspired by William Kentridge and/or independent graffiti stencil art. The Visual Art Journal is a central tool that scaffolds independent research work, creative process routines and reflection.

MYP5 - Grade 10

Semester 1. The theme for this semester is centered on the influential and revolutionary art movement; Cubism. Research initially focuses on the historical context,

the conceptual underpinnings and the shift in perspectives resulting from the period. Students investigate how art can be a powerful and resonant voice in the communication of issues of our times. Small and large scale painting exercises are made as part of the initial phase, which concludes with an extended group based study of Picasso's painting, *Guernica*. This iconic painting is used to illustrate how artists can communicate ideas, record historical events and express feelings about key local and global events. Later students develop their own individual paintings that reflect a personal response to an event or issue. Visual Art Journal processes heavily underpin and facilitate the creative cycle.

Semester 2. In this semester students engage in an Installation Arts project around the theme of "Them and Us". The unit explores the opportunities of working with group-based installation artmaking and topical issues. Students explore the work of a variety of contemporary international installation artists. The unit enables students to broaden their experience of the creative process and apply new techniques and conventions to their experience in Visual art. Content is largely chosen by the students and includes issues of our day such as migration, homelessness and identity. Research provides a rich bedrock on which the art production is built and site specific artworks are designed. Visual Art Journal processes heavily underpin and facilitate the creative cycle.

Design

ISA Students engage in a series of semester-long Design courses which are listed below:

MYP Year	Grade	Design*	Digital	Food Product	Product
1	Grade 6		✓	✓	
2	Grade 7			✓	✓
3	Grade 8		✓		✓
4	Grade 9	✓			
5	Grade 10	✓			

*Design courses in Grade 9 and Grade 10 are focused on a combination of both product and digital design.

Design

MYP4 - Grade 9

In Year 4 Design, students learn to independently research, design, make, and evaluate high quality products to meet specific customer needs. The focus in Design is on solving problems in a global context, not on making things.

The students' inquiry prompt is as follows: Ideas can be transmitted across a distance to become physical objects that solve a problem. Questions asked are:

- *How can a 3D printer be used to create change?*
- *What is the difference between a design in a 3D virtual environment and a final printed object?*

- *Will stores disappear and become online design sites selling products to be 3D printed at home?*

Students explore and research how to solve their chosen problems and then create products using design software and 3D print them. At the end of the semester, students conduct user trials of their products with the entire Grade 9 group to get feedback on how effectively they solve their chosen problem.

MYP5 - Grade 10

In Year 5 Design, students continue to learn to independently research, design, make, and evaluate high-quality products to meet specific customer needs. The focus in Design continues to be on solving

problems in a global context, not on making things.

During the semester students explore and research how to solve customers' problems and then create products using digital tools to solve them. Students will use design skills learned from Year 1 to Year 4 to investigate, design and create digital learning solutions to meet a customer's needs.

Students are asked to build on the principles of interactive design in order to create a prototype for a digital interactive experience that helps guide their customer towards new knowledge. Using the design cycle students will work with a customer to create an interactive digital learning / teaching resource to aid learning. Students may use a variety of digital tools to solve the problem.

Digital design

MYP1 - Grade 6

In Digital design, students learn to independently research, design, make, and evaluate high quality products to meet specific customer needs. The focus in Digital design is on solving problems in a global context, not on making things. In Grade 6 Digital Design we create a learning game. We create this game using Scratch, an online block-based coding program developed by Massachusetts Institute of Technology (MIT). The purpose of this game is to teach people about a place that they consider, or have considered, home. Students also have the opportunity to create designs using an iPad Pro and iPad pencils, using industry standard image manipulation

software. Students then create a controller to work with either this game, or another one that they have created, using a variety of electronic and physical materials available in the Design department.

MYP3 - Grade 8

In Digital design, students learn to independently research, design, make, and evaluate high quality products to meet specific customer needs. The focus in Digital design is on solving problems in a global context, not on making things. In Grade 8 students consider a subject that they care about, which they research and present a multimedia artefact to convince others to care about it. The resource could be:

- an animation
- an infographic
- an electronic game

In addition to researching their topics, students learn about and use appropriate digital tools for creating their final product. They develop skills using the software, design ideas for the project electronically using the iPad Pro and Apple Pencil and industry standard image manipulation software. The course culminates with them creating their own multimedia product, which they present via a website, and then evaluate using a variety of evaluative methods.

Food product design

MYP1 & MYP2 - Grade 6 & 7

In Food product design, students research and analyse different food preservation techniques (Grade 6) and varying dietary needs (Grade 7) using the design cycle. In

Design

both courses, students develop ideas by choosing solutions that meet the needs of the specific dietary requirements of their chosen target audience. Before creating the solutions, students construct a logical plan. A presentation of their plan, including how they use their time and resources efficiently, is required through photographs showing details of their product. Finally, students evaluate their results and identify whether or not their creations meet their design specifications, i.e. their products' essential features. They discuss changes to their plans and identify which areas could be improved upon.

Product design

MYP2 - Grade 7

Product design is a course challenging students to design and create a mirror project to educate a target audience about a 20th-century design movement. All four stages of the design cycle will be explored in the development of this project. Using the design process students will research their chosen design movement and materials needed for construction, devel-

op ideas, create and evaluate their project. Hand tools and some machinery will be introduced with this project along with standard workshop safety procedures. The project aims to help students to develop drawing skills, technical knowledge and facilitate critical thinking and reflection.

MYP3 - Grade 8

This Product design course challenges students to design and create a moving animal toy to educate and engage a young target audience. All four stages of the design cycle - inquiring and analysing, developing ideas, creating a solution, and evaluating will be explored in the development of this project. Using the design process students will research their chosen animal, methods of movement and materials needed for construction, develop ideas, learn new skills and create and evaluate their project. Hand tools and some machinery will be introduced with this project along with workshop safety procedures. The project aims to help develop drawing skills, technical knowledge and facilitated critical thinking, problem solving and reflection.



Individuals and societies

Individuals and societies

MYP1 - Grade 6

Within Grade 6 Individuals and societies, students work to continue building foundational skills within the social sciences. They are asked to think critically about their world, so that they might understand the causes and consequences of social processes such as conflict, migration, and inequality. Through guided investigations using both historical and modern case studies, students explore questions within these themes so they might form their own conclusions based on analysis of available evidence, and effectively communicate these ideas to their peers. Through this class students should develop a better understanding of the world around them, be able to start seeing and predicting social patterns, and be able to critically think through how to address and impact some common social issues.

MYP2 - Grade 7

Within this Grade 7 Individuals and societies course students explore the factors that drive human progress through the lens of faith and reason from a thematic perspective. Students explore the basic doctrine and history of the five major world religions. From there they will progress through the Medieval Ages, debating the impact of faith in Medieval Europe and the Islamic Empire. As humanity progresses to the Industrialised Age, students consider the impact of scientific thought, culminating in an interdisciplinary unit with Science about disease. The year-long course allows students opportunities for individual choice, and a range of assessments to showcase different strengths. When studying religion, students research a topic

of their own choosing, and create a google site to share their learning with their peers. When exploring the impact of inventions on the individuals, societies and industries in the Industrial Revolution, students present a business pitch. Central to the course is a focus on communication, and inquiry - building curiosity and understanding for the world we inhabit as global citizens.

MYP3 - Grade 8

Within this MYP 3 Individuals and societies course the students will explore a number of topics and will be asked to think critically at different levels from the macro to the micro. Emphasis will be on skills acquisition, and the use of evidence to substantiate arguments and conclusions throughout all units of work. This course follows three broad topics which possess a good blend of historical, economic and geographical elements. The course opens with an investigation into the Dutch Century, with questions such as *“How did the Netherlands we know today come about?”* and *“How can a relatively poor and very small country become the largest trading nation on earth, and herald in a Golden Age.”* The emphasis shifts to Regional Disparity: *“How and why does a wealthy country like Italy display some of the greatest disparities in wealth and development within a single country?”* and *“What are the consequences and what can be done to improve the situation?”* Debatably, the event that changed the course of the 20th Century, was that of the First World War. which broke up the old alliances that had prevailed in Europe from the 19th Century. In this unit students will look at how changes in technology changed the way wars were fought.

Individuals and societies

MYP4 - Grade 9

Grade 9 Individual and societies students explore the significant global issues of our time, and search for alternative ways of co-existing with each other and with the earth. The course begins with an examination of resources and sustainability, placing an emphasis on student-driven inquiry and action. Students consider the debate around whether we can manage the change brought about by our unsustainable resource consumption through the use of new technologies and action at personal, institutional, national, and global levels. In culmination, the students work collaboratively on Service as action projects focused on the sustainable use of resources; creating novel solutions to complex problems. In addition, we consider responses to extreme events of the 20th century, exploring the roles of perpetrators, bystanders and upstanders, as well as the significance of propaganda and of media representation of events and ideas in communicating messages about identity. Finally, students consider the creation of global institutions in response to these significant global challenges. Students critically examine the effectiveness of such systems as the United Nations and non-governmental organisations. Skill development this year is focused on information and on media literacy and research skills. Students are encouraged to make informed choices and to act as ethical researchers; seeking a range of perspectives from multiple sources. Throughout the programme, students work both collaboratively and individually to communicate their findings to a range of audiences, using varied techniques and styles.

MYP5 - Grade 10

Within this course students explore societal changes in different contexts, but always through the lens of the global community. Students gain an appreciation that issues which impact different places and take place at various times all call for the development of universal values of fairness, responsibility, empathy, sustainability and a balanced perspective. In gaining these attitudes students further develop a range of approaches to learning. Each unit provides students with the opportunity to practice and improve their research, communication, thinking and self-management skills. Collaboration and social skills in particular are promoted through students' involvement in the writing of a group human development report. Students learn about how individuals and societies are impacted by conflict with the focus on Early Cold war tensions, how best to measure development, and the main causes of permanent international migration. Finally, specific Individuals & societies skills are addressed by several tasks including source analysis, persuasive essays and the accurate and subject specific use of relevant terminology.

Language offerings

Language acquisition

ISA believes that students should be able to achieve the benefits of additive bi/multilingualism i.e. acquiring a second or third etc. language with little to no detriment to the development of their home language(s). Wherever feasible, ISA encourages students to study their home language(s) in addition to English as part of their MYP school programme, and to take one or more Language acquisition courses. These courses are listed below, however, further language learning is offered through ISA's Tutored languages programme.

Language and literature

A child's social, academic and linguistic development, as well as a child's sense of identity, are rooted in the development of his/her home language/s*. The Language and literature framework, listed in the table below, allows students to develop their skills in their home language(s). ISA values languages and is committed to facilitating home language(s) development, thus, aims to provide opportunities beyond those below through our Tutored languages programme.

Language offerings*

Language acquisition	Language and literature
Dutch	Dutch
English	English
English - Content Support	French
French	German
Mandarin	Japanese
Spanish	Spanish

*See the Tutored languages section (page 44) of this guide for all other language offerings.

Language acquisition

Dutch Language acquisition

Phase 1

In this course we introduce the basic elements of the Dutch language, practicing simple conversation skills about daily life: introducing yourself and how to meet people, family and friends, likes and dislikes, making arrangements, school life, shopping, time, hobbies and holidays. Basic grammar is introduced: regular and irregular verbs, conjugation in present and past tense, plural, word order, question words, prepositions and possessives. We focus on communication and active use of the language through role plays and dialogues. Dutch culture, current events and the map of the Netherlands are discussed. Students learn to communicate effectively both orally and in writing, whilst at the same time becoming competent and confident listeners and readers. They will learn from their mistakes and will gain confidence in their communicative abilities. In addition, students become acquainted with the culture of the country.

Phases 2-3

This course is a natural follow-up of Dutch language acquisition, phase 1. Students further develop their communicative and linguistic competences in Dutch. Grammar elements that have been previously studied are revised and consolidated while more complex structures are introduced. Speaking, listening, writing and reading are further developed through a theme-based course with a strong focus on communication and the use of language in various contexts.

The main aim is to enable students to use the language effectively as a means

of practical communication and to build confidence in communicative abilities. The course enables the student to communicate effectively, both orally and in writing and to develop fluency and accuracy in spoken Dutch and to begin to use a broader range of expressions. In the process, students increase their vocabulary and obtain a greater range of expression as well as accuracy in written Dutch. They become competent and confident listeners and readers, especially in the social use of Dutch and further develop their language learning strategies. Students become acquainted with the culture of Dutch-speaking countries and the language conventions. We strive to create independent learners and to set the basis for further language learning.

Phases 4-5

In these courses advanced elements of the Dutch language are introduced, including practicing advanced conversation skills about daily life: introducing yourself and how to meet people, family and friends, likes and dislikes, making arrangements, school life, shopping, time, hobbies and holidays. The concepts that are connected with these topics are: creativity, culture, and context and point of view. Advanced grammar is introduced: regular and irregular verbs, conjugation in present- and past tense, plural, word order, question words, prepositions and possessives. Students are introduced to the different formats in which they express their writing skills, while their oral skills are practiced in presentations of several topics that are related to the Dutch multicultural society and its celebrations. We focus on communication and active use of the language through role plays and dialogues.

Language acquisition

English Language acquisition

Emphasis of all courses below is placed on developing the English language skills of reading, writing, listening, speaking and viewing through a literature-based curriculum. Students will read, analyse and respond to a selection of poems, visuals, fiction and non-fiction texts while simultaneously developing their language skills.

A list of various course texts and units are detailed in the tables below.

MYP1 - Grade 6

In all phases of English acquisition in Grade 6, students read and view various biographies for our unit on identity, analyse the novel *The Secret Garden* in connection with our unit on relationships, examine a series of non-fiction texts and videos in connection with our unit on culture and study various poems on our creativity unit.

MYP2 - Grade 7

Phase 1

Students read the biographies of Nelson Mandela, Malala Yousafzai and Rosa Parks in connection with our unit on building communities. They also read adapted versions of *Frankenstein* and *The Picture of Dorian Gray* in connection to our unit on defining beauty and write their own versions of William Carlos Williams *This is Just to Say* in our poetry unit.

Phases 4-5

Students read the biographies of Nelson Mandela, Malala Yousafzai and Rosa Parks in connection with our unit on building communities, various short stories in connection with our narrative voice unit, and *The Giver* in connection to a unit on belonging.

MYP3 - Grade 8

In all phases, students read a variety of poems in connection to our unit on how language is used to express feelings and ideas.

Phases 2-3

More specifically, students read *The Monkey's Paw* and various independently chosen texts to develop vocabulary, reading comprehension and writing skills. They also read the adapted versions of *The Elephant Man* and *The Black Tulip* in connection to our unit on empathy.

Phases 4-5

More specifically, students read the short stories *Lamb to the Slaughter* and *The Doll's House* to develop analytical reading and writing skills. They also read the novel *Wonder* in connection to our unit on empathy, and read an adapted version of *Romeo and Juliet* in connection to our unit on Character Archetypes.

MYP4 - Grade 9

Phases 2-3

Students read and view various biographies for our unit on identity and belonging. Students also study *The Wave* in connection with our unit on conflict and bystanders, and in addition, a series of non-fiction texts and videos in connection with our unit on taking action to stop global issues.

Phases 4-5

In phases 4-5, students view a series of videos in connection with our unit on identity and relationships. Students also read individual fiction texts in connection to our unit on the portrayal of mental health in the

Language acquisition

media, and in addition, read *The Hate U Give* in connection with our unit on identities and brands.

MYP5 - Grade 10

Phases 4-5

Specifically, we read the short story *The Lottery* and the play version of 'Lord of the Flies' in connection with our unit on power, the novel *Animal Farm* in connection with our unit on propaganda, and the novel *Brave New World* in connection with our unit on careers.

English - Content support

Offered for year levels MYP1 to 5 and Grades 6-10

The English Content support course is designed for students who are continuing to acquire English as an academic language and are not yet able to achieve a good level of success within Individuals and Societies and Science without additional English language support. Students in this course are in phases 1 - 4. Emphasis is placed on developing academic English language skills of reading, writing, listening, and speaking through content specific work. Students will be provided opportunities to clarify expectations, receive feedback on written and spoken assignments, and work on projects for other classes under supervised conditions. At times, the course also uses the time to frontload and re-teach the content and vocabulary needed for academic success in other classes.



Language acquisition

French Language acquisition

Phase 1

Within this first year of French Language acquisition, students are introduced to a concept-based programme through a communicative approach that give them free rein to express themselves. Students are encouraged to develop a large range of skills such as: listening, speaking, writing and reading, intercultural and global awareness. Through a variety of material (movies, clips, songs, new technologies), recreational activities and tasks, students will explore communication, critical and creative thinking. We share ideas through themes like health, sports, family and holidays. The main aim of this course is to enable students to use the basis of the language effectively, as a means of practical communication in daily life, and become independent learners to prepare them for phase 2.

Phases 2-3

In French Language acquisition, student's knowledge and understanding is developed through learning French language, through language and about language.

Students are encouraged to develop fundamental skills such as comprehending spoken and written texts as well as communicating, debating and organising ideas using French language. Students construct meaning in discussion-based classes, they learn about themselves and the world through different perspectives. Units are designed so that students learn a specific vocabulary in order to talk about facts, news, movies... For instance, students explore concepts of patriotism and cultural diversity. They read and listen to different

texts that help them understand how European and African immigration has played a fundamental role in the construction of the French nation. Others units talk about music, French gastronomy and even prehistoric people and how they communicate. Classes are taught fully in French.

Phases 4-5-6

This French Language acquisition course aims to cater to the needs of capable communicators in phase 4 as well as proficient communicators in phase 5-6. Students are encouraged to express their understanding and opinions on topics of personal interest and global significance. We explore six broad contexts; 'Identities and relationships', 'Orientation in space and time', 'Personal and cultural expression', 'Scientific and technical innovation', 'Globalisation and sustainability' and 'Fairness and development'. We examine, analyse and express specific information, ideas and attitudes about themes order to discuss, develop and extend thinking and understanding. The themes studied are: technology, environmental issues, Art, the consuming society, eating habits, being famous and making history. Each lesson aims at constructing meaning, analysing, evaluating and drawing conclusions from information gathered in social and academic situations. A variety of text types are studied and conventions are analysed and interpreted. Communication with a sense of formality, purpose and style is at the heart of everything we do, whether orally or written. Using complex grammar and a wide range of vocabulary is an essential expectation of the course.

Language acquisition

Mandarin Language acquisition

Phase 1

MYP Mandarin phase 1 introduces the learning of the Mandarin language through the exploration of China and Chinese culture. The basic elements of the Mandarin language, the phonetic (pinyin) and written (character) system, are introduced to students at the beginning of the course. Students focus on developing balanced and comprehensive language skills in listening, speaking, reading and writing. Within this course, students explore how to express various individual, cultural and social identities, how daily experiences and events shape our lives, and how important the relations between individuals and communities are in the modern world.

Through personalised project-based learning, students comprehensively explore the opportunities that make connections with their prior knowledge, apply new skills and demonstrate their evidence of learning in formative and summative assessments. This course is also explicitly focused on developing effective skills of communication and collaboration, as well as the international-mindedness to enhance international understanding.

Phase 2-3

MYP Mandarin phases 2-3 build upon the fundamental language skills established in phase 1: listening comprehension, oral communication, reading comprehension and writing in various genres. Students are empowered to further develop their communicative and linguistic competencies in Mandarin. Basic sentence structures in present tense previously studied will be revised and consolidated while more com-

plex structures in a variety of time frames will be introduced. Within this course, students explore the following topics:

- how a balanced and healthy diet contributes to a healthy lifestyle
- how our traveling experiences and journey have broadened our horizon
- how modern technology affects our lives
- how we are educated and empowered for the future
- what we can do for a sustainable world based on the United Nations Sustainable development goals

Through personalised project-based learning, students comprehensively explore the opportunities that enable them to make connections with their prior knowledge, apply new skills and demonstrate their evidence of learning in formative and summative assessments. This course explicitly focus on developing effective skills of communication, collaboration, critical thinking, problem solving and reflecting. By the end of the course, students are expected to understand and use language clearly and effectively in a range of interpersonal and intercultural contexts.

Phase 4-5

The MYP Mandarin phases 4-5 courses are a natural follow-up for students who have mastered the four language skills: listening comprehension, oral communication, reading comprehension and writing whilst studying phases 2-3. Students further develop their communicative and linguistic competencies in Mandarin. Basic and complex sentence structures in a variety of time frames that have been previously studied will be revised and consolidated, and more complex structures will

Language acquisition

be introduced through the study of a variety of authentic articles in different genres.

All four skills (speaking, listening, writing and reading) are further developed through a theme and project-based course with a strong focus on communication and the use of language in various contexts. Students explore the listed topics:

- how to maintain our physical health and mental wellbeing
- how customs and traditions are similar or different across cultures and how they can shape our beliefs
- how human innovation affects our world
- what our roles are in identifying and providing solutions to social issues
- what actions we can take to achieve a better and more sustainable future for all, through understanding the global challenges
- opportunities we face in the modern world

Through personalised project-based learning, students are empowered to use the language effectively as a means of practical communication, to increase confidence in their communicative abilities, as well as to make connections with their prior knowledge, while applying new skills and demonstrating their evidence of learning in formative and summative assessments. This course explicitly focuses on developing effective skills of collaboration, research, critical thinking, transdisciplinary understanding. By the end of the course, they are expected to be independent learners.

Spanish Language acquisition

Phase 1

Within this course, students are taught with a communicative approach in all four language skills: listening, reading, writing and speaking. Through a series of topics developed in the course units, students are exposed to vocabulary and grammar structures that allow for effective communication in practical situations. These situations range from introducing themselves and their families or talking about school life, to describing their home and looking at different aspects of a healthy life.

Students gain confidence in their communicative abilities, develop language learning strategies and critical thinking, become acquainted with the culture of Spanish speaking countries, as well as develop approaches to learning that are transferable to other subject areas and to learn other languages. The aim of the course is for students to start to become independent learners and to develop open-mindedness and intercultural awareness for a better understanding of Hispanic cultures.

Phase 2-3

In phases 2-3, students develop an increasingly accurate use of Spanish grammar. Building on their work in previous levels, students learn more subtle and idiomatic uses of grammatical forms including contrasting uses of the preterit and imperfect tenses. All four skills (speaking, listening, writing and reading) are further developed through a theme-based course with a strong focus on communication and the use of language in various contexts.

Language acquisition

Students understand more complex messages, learn to contribute comments and personal opinions to a conversation, practice turn taking and other conversational norms. They also describe their personal experiences in greater detail and narrate events in the past with increasing accuracy.

Situations and topics include:

- describing character or personality, relationships
- writing fairy tales
- asking for advice from friends, family or others

At this level, instructors of the course begin to introduce more cultural topics and current events in the target language.

Phase 4-5

In the final phases of Spanish Language acquisition, students work within the frame of the communicative approach in all four language skills. Through a series of topics developed in units of inquiry, students enhance their learning of vocabulary and grammar structures that will strengthen their communication skills. Students inquire about topics that are related to the concepts of culture, creativity and connections as well as to the global contexts of scientific and technical innovation, fairness and development and personal and cultural expression.

Students continue developing language learning strategies and critical thinking skills and become more acquainted with the culture of Spanish speaking countries. Students further progress in their approaches to learning, which are transferable to other subject areas and in learning other languages. The aim of the course

is for students to become independent and risk-taking learners and to develop open-mindedness and intercultural awareness to have a wider understanding of Hispanic cultures.

Language and literature

Dutch Language and literature

Grades 6-7-8

The overall aim for students taking this Dutch language and literature course is to have a better understanding of texts in the Dutch cultural context.

Students develop their literacy skills through a variety of activities, and by reading a range of texts, both fiction and nonfiction, independently and as part of a group. Students examine novels and short stories during the course of the year, exploring concepts that overlap with other aspects of the curriculum in other subjects.

The introduction of writing as a process, a methodology that guides them from initial ideas to a final draft and publishing, is introduced in this course. Students are exposed to a wider variety of writing forms, from story and descriptive writing, to poetry and plays. Students use these texts as models for their own writing. In addition, a substantial amount of time is spent practicing spelling and vocabulary.

Students further progress in their speaking skills through a variety of activities, both formal and informal. As classes are student-centred, active involvement is vital, and speaking is one of the most important ways a student develops, formulates and communicates ideas.

Grades 9-10

The overall aim for students taking this Dutch language and literature course is to have a better understanding of the structure, style, and purpose of texts in the Dutch cultural context.

Students develop their literacy skills through a variety of activities and by reading a range of texts, both fiction and nonfiction, independently and as part of a group. Students analyse these during the course of the year, developing an increased understanding of the structural and stylistic techniques that writers use to effectuate their objectives for their audience. They furthermore explore concepts that overlap with other aspects of the curriculum in other subjects. Students read and study Dutch and world literature in a range of historical genres and social themes.

Students are exposed to a wider variety of texts over the years, from reviews, commentaries, editorials to essays. They analyse these texts so that they can recognise them as models for their own writing. Students spend a substantial amount of time improving their spelling and grammar skills whilst expanding their vocabulary.

Students further develop their writing and speaking skills through a variety of activities, both formal and informal. As classes are inquiry based, active student involvement is vital, and reading and writing are important ways of student development.

Language and literature

English Language and literature

Grade 6

In Grade 6 English, students begin to unpack how the author’s purpose impacts the techniques he or she uses. By understanding the writer’s underlying purpose, students are able to better interpret the context of the writing and are more active in how they approach texts. Throughout the year, students read different text types and develop the skills to understand that written texts shape how we see ourselves and the world around us. While engaging in texts like *Tuck Everlasting* and *Good Night Mister Tom* students continually expand their comprehension and production of both written and oral English in ever-widening contexts to allow for effective and articulate expression of one’s thoughts and ideas.

A focus that extends during the year is to have students practice their analytical writing techniques and be creative with the English language in order to communicate effectively.

Grade 7

This English language and literature course builds upon a number of fundamental skills established in the previous year: academic writing, textual analysis, and authentic interactions with reading. Integrated into coursework is the theme of identity. Through a series of discussion-based lessons and the close reading of myriad texts—ranging from Chimamanda Ngozi Adichie’s *The Danger of a Single Story* to Gene Luen Yang’s *American Born Chinese*—we explore the formation and mul-

tiplicity of identity, as well as the internal and external influences that shape our various cultural, individual, and social identities. Central to the course is an explicit focus on creative and critical thinking and writing, as well as a continued dedication to developing an international-mindedness that foregrounds empathy and respect.

Grade 8

This course integrates literature, writing, speaking, listening, technology, and culture, while also using an overarching theme as our guiding force; “*The Power of the Voice*”. During the year, we move between four themes as they unfold in literary works of recognised quality, ranging from classical to modern and exposing students to a range of text types. All units have been designed to foster critical thinking while also embracing expressions of creativity and innovation. Students regularly participate in class discussions, become analytical readers, thinkers, researchers, and create different types of written compositions.

Together, our classroom community aspires to become masters of the craft of composition, both multi-draft and on-demand writing. To this end, the teacher coaches students on the fundamentals and finer points of writing narratives, argumentative essays, essays of literary analysis, and writing research-based works. Students regularly practice their professional public speaking and oral communication skills within each unit of study. Technologies via blogs, message boards, podcasts, and various other expressions are used to authentically prepare students for their future.

Language and literature

Grade 9

In the Grade 9 English courses, students are introduced to the close analysis of literary and non-literary works. Learners analyse texts and link these texts to their own lives. The course asks students to explore the concepts of heroism and monstrosity and the blurring between them, within both text and real-world contexts. Fiction such as *To Kill a Mockingbird*, *Frankenstein*, and *Macbeth* are investigated to help students understand how literature illuminates life and uncovers the human condition, and also how life is reflected in literature. Film study augments the literature they read and introduces how directors interpret the text they are working with.

In addition, non-fiction such as news articles, photographs, and opinion-editorials are linked thematically to the literary works. Students hone their critical thinking, reading, writing, viewing, and speaking skills. All literary and non-literary texts are examined in terms of the language the authors use and their thematic purposes. Students write formal academic essays, informal reflective tasks and creative pieces associated with their reading. Furthermore, the Learner profile dimensions of being reflective, caring, principled, and taking risks are fostered within the learning community.

Grade 10

In English language and literature Grade 10, the emphasis is on interpretation and analysis of literary, non-literary, and visual texts. A major theme explored is *“Choice and consequence: the role of the individual in society”*. Topics and texts are selected to facilitate the consideration of ideas and human experiences from multiple perspectives, fostering empathy and under-

standing of culture, context, and one’s role in the world. Diverse texts – literary and graphic novels, drama and poetry, journalism and personal narrative, cartoon and photograph – studied in discussion-rich and interactive lessons provide continued development of thinking, reading, viewing, analysing and communicating skills that cultivate a smooth transition to the IB Diploma programme Language A courses.

Language and literature

French Language and literature

Grades 6-7-8

The theme of identity and humanity is explored throughout the French Language and literature course, starting from the analysis of a selection of contemporary texts and poems. Throughout a variety of projects, students make connections with the texts and apply their knowledge in order to produce and perform their own text, reflecting on their identity and challenges as an international student. Students then work collaboratively in order to examine the storyline and the format of the diary *Journal d'une ado expatriée*, which enables them to write their own, representing a hymn to life despite all of its challenges. In the latter part of the school year, the course places an emphasis on the reflection related to humanity, empathy and respect, with a close reading of the autobiographical novel *Un sac de billes* by Joseph Joffo, where students debate on the importance of being both open and sympathetic to different perspectives.

Grades 9-10

In grades 9 and 10, students explore the beauty and fragility of our planet, analysing a series of contemporary and classic poems with the use of visible thinking strategies and techniques. This enables the students to write their own poem and perform it, using a variety of media and formats before they receive meaningful feedback from the class and reflect on it. After studying different perspectives from multiple sources, students work collaboratively in groups in order to debate the suggestions discussed at the the United Nations Conference on Climate Change (COP24).

Through a wide range of scaffolding activities in small groups, students exchange thoughts, messages and information from the study of the novel *No et moi* by Delphine de Vigan, which reflects on social inequalities. This process gives the students the opportunity to gain practice in structuring their ideas in a logical way using text analysis as well as developing their communication skills with speeches related to social injustice.

ISA Grade 8 English students celebrated Anne Frank's 90th Birthday with two of her former classmates who attended her 13th birthday party in the same family home where Anne resided before going into hiding.

Associated Press Photo | Michael C. Corder



Language and literature

German Language and literature

Grades 6-7

The overarching theme of this German language and literature course is *“Stories, the power of telling to create worlds”*. Students learn about the multiple functions of telling stories: to entertain, explain the world, make people likable or the reader laugh etc. The students are introduced to a number of text types of growing length throughout the course (from myth to youth novel). The connections between textual function and form, style and language are explored. Students also examine in what ways the visual and audible world (pictures and sounds) tell stories.

This course focuses strongly on textual comprehension skills. How to approach

texts in order to understand their deeper meaning from the basics of looking up unknown vocabulary up to identifying textual structures is studied. Students practice their analytical and academic writing skills by describing the function of basic narrative and stylistic means (perspective, symbols etc.). Most central to this course are creative writing skills based on different prescribed text types by which the students create their own worlds.

Grades 9-10

The theme of the German language and literature course in grades 9 and 10 is *“Texts that aim to shape society”*. A variety of text-types and genres, in which different forms of real and utopian societies - in the past, present and future - are explicitly discussed and criticised. This course comprises works of literature as well as factual-informative and appellative texts, e.g. an autobiographical graphic novel, a dystopian novel, poetry of a literary movement and a political speech. The students learn how very different text-types are used for similar purposes, namely to reflect on and influence social norms and values.

Students develop their research skills by placing these texts in (historical) context. The research assignments are often done in pairs or groups so that students can practice their collaborative working skills as well as their presentation skills. Students broaden their terminology for textual analysis. Although analytical writing is central to the course, the students are also encouraged to foster their creative writing skills. All topics and texts are chosen because of their relevance for understanding the society the students live in and to train their critical thinking and academic writing skills.



Language and literature

Japanese Language and literature

Grades 6-7-8

Within this course, students explore different ways in which language is used depending on text type, objective, audience and context, as well as basic narrative and literary techniques authors use to transmit their message. Students develop and expand the following skills:

- text analysis
- academic and creative writing
- and authentic interactions with texts (including visual texts)

Collaborative and/or individual exploration of the different informational and literary text types such as blogs, letters, newspaper articles, advertisements, novels and poetry, allow students to gain an understanding of how writers construct meaning. Through the novels read in class, they explore global contexts such as: fairness and development, identity and cultural expression and globalisation and sustainability. Central to the course is learning to identify and respect different points of view, development of literacy skills and enhancement of global mindedness through an increased awareness of their own cultural background(s).

Grades 9-10

Students continue the integrated Japanese Language and literature programme of speaking, writing, listening, reading and viewing. Students continue to use the writing process with an increased focus on literary analysis, poetry comprehension and expository, creative and informative writing. The mechanics of the written language (e.g. grammar and punctuation) are studied in the context of their own writing.

Students continue to familiarise themselves with the vocabulary they need for academic and social purposes.

Furthermore, students develop their literacy skills within a variety of activities and by reading a range of texts, independently and as part of a group. Students read a variety of fiction and non-fiction texts during the course of the year, exploring themes that overlap with other aspects of the curriculum wherever possible. Both formally and informally, the course allows students to develop their speaking skills. As classes are student-centered, active involvement is vital, and speaking is one of the most important ways a student develops, formulates and communicates ideas.

Language and literature

Spanish Language and literature

Grades 6-7-8

Within this course, students explore different ways in which language is used depending on text type, objective, audience and context, as well as basic narrative and literary techniques which authors use to transmit their message. The development and expansion of a number of skills (text analysis, academic and creative writing and authentic interactions with texts) is an essential piece of the curriculum. Through the collaborative exploration of the different informational and literary text types such as blogs, letters, newspaper articles, advertisements, novels and poetry, students will gain an understanding of how writers construct meaning. Central to the course is learning to identify and respect different points of view, the development of literacy skills and the enhancement of global mindedness through an increased awareness of their own cultural background(s).

Grades 9-10

In grades 9 and 10, students explore different ways in which language and structure are used depending on text type, objective, audience and context, as well as a range of narrative and literary techniques authors use to create meaning. They expand upon a number of skills: text analysis, academic and creative writing, and authentic interactions with texts. Through the collaborative exploration of the different literary and academic text types such as: protest songs, biographies, essays, comic strips, novels and drama, students gain an understanding of how writers construct meaning. Nov-

els read in the class allow for exploration of global contexts such as: fairness and development, orientation in space and time, personal and cultural expression, and globalisation and sustainability. Central to the course is learning to identify clues related to the cultural and historical context of texts, the development of literacy and analytical skills, and the enhancement of global mindedness through an increased awareness of their own cultural background(s).

Mathematics



The goal of the mathematics courses offered in MYP years 1-5 (grades 6-10) is to provide students with much of the knowledge and skills they will be expected to have prior to entering the IB Diploma programme, thus, preparing them for either of the two standard level mathematics courses.

In grades 9 and 10 (MYP 4 and 5), Mathematics extended courses are designed and delivered for students who have demonstrated a strong interest and ability in mathematics, especially in the more abstract areas of the subject. The aim of these courses is to prepare students for either of the two higher level mathematics courses in the IB Diploma programme.

MYP1 - Grade 6

Within this mathematics course students examine the fundamentals of number sense, pre-algebra, geometry, and statistics

which are taught through the global context lenses of Identities and Relationships, Scientific and Technical Innovation, and Fairness and Development. Through classroom activities, students comprehensively explore opportunities that apply new skills and problem-solving strategies in various ways, while reinforcing and expanding upon previously-taught skills. Through a variety of projects and tasks, students are able to demonstrate an understanding of types of numbers, measuring parts of a whole (and parts of parts), problem solving with spacial relationships, and finding patterns in two and three dimensions. Additionally, students are given the opportunity to learn the various ways of measuring, displaying, and analysing data, as well as developing effective skills of communication in mathematics.

MYP2 - Grade 7

Students further develop their understand-

Mathematics

ing of number, algebraic representation and geometry within this mathematics course. Specifically, they explore the world of negative numbers, which then allows them to extend their ability to graph beyond the first quadrant of the Cartesian diagram, to further develop their spatial awareness and logic skills by discovering how to calculate the volumes and surface areas of shapes and to use algebra to model mathematical relationships, which then allows them to generalise and make predictions. In addition, they explore probability; learning how to find the likelihood of events occurring, both theoretically and from data.

Throughout the year, students are encouraged to make effective use of graphing calculators and graphing software to recognise patterns and represent their mathematical thinking. They are also given opportunities to apply their learning to both abstract problems and real-life situations and, via summative assessment tasks, have the opportunity to show the knowledge and understanding they have acquired and to use this conceptual understanding to investigate patterns, solve problems in real-life contexts and communicate their mathematical thinking effectively.

MYP3 - Grade 8

Within this course students develop a detailed understanding of fundamental mathematical principles. Students explore algebraic concepts, and work with exponents, expressions, equations and linear functions. Proportional reasoning and general algebraic sensemaking is explored both in abstraction and in practical contexts. Geometric principles are explored,

focusing on the patterns that exist within parallel lines cut by transversals and circles. Furthermore, an understanding of the interconnected nature of mathematical ideas is reinforced through the meaningful exploration of connections between the distinct units of work. Students learn how to successfully apply mathematical ideas to real-life applications, and to discuss limitations in the modelling process. Students develop precision and accuracy in their mathematical communication, along with an appreciation for its importance. Finally, students are taught to utilise technology in the problem solving process, and gain an understanding of new concepts through the wide use of technology.

MYP4 - Grade 9

Within this mathematics course students build on their prior knowledge to learn how to simplify, expand and factor algebraic expressions, explore straight lines and their equations, solve equations and inequations, categorise and round off numbers, express them in different formats, explore issues of accuracy, analyse and represent statistical data and solve right-angled triangles. They do this through the global context lenses of identities and relationships, scientific and technical innovation and personal and cultural expression. Students are provided with opportunities, via classwork and homework, to apply the concepts and skills they are learning to abstract problems and real-life situations and, through a variety of formative and summative assessment tasks, are given opportunities to show the knowledge and understanding they have acquired and use this knowledge and understanding to investigate patterns and solve problems in real-life contexts, with emphasis being

Mathematics

placed on their ability to communicate their mathematical thinking effectively.

MYP4 - Grade 9 Extended

The Grade 9 Mathematics extended is designed and delivered for students who have demonstrated a strong interest and ability in mathematics, especially in the more abstract areas of the subject. Within this course a wide variety of topics are explored. Algebraic manipulation via multiple forms of representation and introductory functions including transformations are studied. Geometry of triangles leading to an introduction of trigonometric ratios in both right and non-right planar triangles are investigated. The final unit covers a comprehensive introduction of one-variable statistics leading to the correlation between two-variables. Students gain a rich understanding of the conceptual nature of mathematics through the wide use of technology. This helps them find patterns more readily and make connections to the real-world more visibly. The course material has been organised so that students will gain confidence and be prepared for further studies in mathematics.

MYP5 - Grade 10

This mathematics course is part of an integrated curriculum comprised of number, algebra, geometry, trigonometry, statistics and probability. Topics such as linear, quadratic and exponential functions and equations are studied. In this course, students have opportunities to develop conceptual understanding, use inquiry to explore mathematics in authentic real-life situations and perform investigations to discover patterns. The course stresses the essential role of mathematics in a global context: mathematics as a universal lan-

guage, promoting analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. This course helps students view mathematics as a language of modeling and develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics in the IB Diploma programme.

MYP5 - Grade 10 Extended

Grade 10 Mathematics extended is designed and delivered for students who have demonstrated a strong interest and ability in mathematics, especially in the more abstract areas of the subject. Through a variety of classroom activities, students explore the following course material:

- quadratic functions and equations
- advanced algebra (rational expressions)
- functional transformations
- exponents and logarithms
- probability and sets
- advanced trigonometry, including trigonometric functions

All of these topics follow naturally from the Grade 9 Mathematics extended course. Through explorations rooted in the global contexts of Scientific and Technical Innovation, Identities and Relationships, and Fairness and Development, students will draw conclusions by applying their mathematical understanding to: create models of the real world, and investigate and justify patterns extracted from theoretical contexts. There will also be an emphasis on using relevant technology to meet these objectives and/or effectively communicate mathematical information and ideas.

Physical & Health Education

MYP1 -MYP5

In Physical and health education, students get the opportunity to develop, invent, create, transform and acquire basic skills through a range of physical activities across the units of cooperation, dynamic movement skills, cooperation in games and sports, creative movement, adventurous activities, and health-related fitness. In autumn and spring, the activities will be taught outdoors, in winter the activities will be taught indoors. Through the key concepts of communication and relationships, students are encouraged to function collaboratively and cooperatively and also to develop a sense of responsibility for their own well-being and the wellbeing of others. Students will begin to understand the impact their behavior will have on their physical and social environment. Participation in Physical Education will help students to develop an awareness of health issues and readies them for a physically, emotionally and socially healthy life.

At ISA, physical education is a required subject for all MYP students. With this in mind, the programme is designed to give all students the opportunity to get in touch with many activities from a wide range of both individual and team-oriented sports.

There are two outdoor blocks (one in the Fall and one in the Spring) where students do activities like football, softball, frisbee, hockey, track and field, boot camp and some fun, non-mainstream activities.

There are two indoor blocks (late Fall and Winter) where students do activities like volleyball, basketball, badminton and some fun, non-mainstream sport activities.

The students can do rock climbing and bouldering, dance, yoga and create their own work out in ISA's fitness room.

Course Aims

The goal of the programme is to encourage and enable students to:

- develop individual motor skills, necessary to participate in a wide variety of physical activities
- develop an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
- develop the motivation to participate fully in all aspects of physical education where each student is challenged to work towards their limits
- work on a level suited to their individual abilities
- develop effective communication strategies, verbal and non-verbal

Sciences

MYP1 - Grade 6

The Grade 6 Science course incorporates a grand narrative approach to the teaching of science and the scientific method. Practical investigations, independent inquiry, hands-on activities, and critical thinking skills are emphasised throughout the year. The course begins with an introduction to cosmic evolution, which includes an exploration of the origin of the universe, and the eventual formation of stars, nebulae, and solar systems. This is followed by an investigation of the role that heating and cooling, particle theory, states of matter, and convection played in the formation of early Earth. Students then uncover the interior structure of planet Earth as they understand the role that indirect evidence and models play in the generation of scientific knowledge. Embedded in this Earth science unit are the scientific concepts of geology, seismology, density, and electromagnetism. The course moves on to consider the emergence of life on Earth, and through a pond investigation students develop an appreciation of the complexity and fragility of natural ecosystems, and by extension they begin to appreciate planet Earth as a complex adaptive system that is in need of understanding, respect, and protection.

MYP2 - Grade 7

The Grade 7 Science course explores natural phenomenon through the use of inquiry and the development of investigatory skills. By regularly engaging in authentic laboratory experiments, students not only begin to formulize the methodologies and practices of science, but make the underlying theories more salient. This is especially stressed early in the year as students begin their investigation on the



properties and structure of matter, where they learn the importance of variable control in drawing proper conclusions. Several components also require students to consider the specific impacts past and present technologies, discoveries, and scientific developments may have on individuals, societies, and the planet. This is especially stressed during the interdisciplinary unit on germ theory with individuals and societies. Finally, the course aligns with the specific developmental stage of the students through a unit on human reproduction and sexuality, which is embedded in a broader biology exploration of life, genetics, and reproduction. Use of the paragraph structure, as taught in English, is heavily emphasised to ensure that effective evidence, analysis, and conclusions are drawn.

MYP3 - Grade 8

In Grade 8 science, students explore the influences of energy movement, change and transformation in living and non-living systems. Students also consider and encounter these concepts within their personal and community experiences. All units of study are integrated, involving biology, chemistry and physical science and are taught through practical work in the laboratory and collaborative learning activities.

The year begins with student research into the dynamic geography and ecology of barrier islands. This unit culminates with a visit to the North Sea island of Terschelling, where students observe and reflect on their learning of natural communities and island morphology. The next topic involves access to energy via digestion in which students explore digestive processes,

enzymatic activity, nutrient requirements, calorimetry and the sustainability of food resources. Students further investigate the movement of thermal energy with practical activities in the laboratory and trace the conversion of solar radiation into food via photosynthesis. They also consider the propagation of kinetic energy via wave motion.

Students also have the opportunity to engage in an interdisciplinary activity with the mathematics and design programmes. During this unit, they design and produce packaging for a food item, with nutrient and energetics information collected in science class and volumetric parameters determined in mathematics class. Effective use of technology is modeled and encouraged, including appropriate use of computers, spreadsheets, microscopes and digital probeware in digital design.

MYP4 - Grade 9

Within this Grade 9 course students explore important scientific concepts and skills from biology, chemistry and physics. The course begins with examining the major causes of infectious diseases and their solutions. Students use microscopes to study cell structure and experimentally compare the effectiveness of a range of antibiotics against the bacterium *E. coli*, considering the significance of their findings through the use of standard deviation. They also consider the ethical implications of mandatory vaccinations by evaluating opposing viewpoints and making reasoned arguments. In the chemistry unit, students develop critical thinking skills through the practical examination of factors that influence reaction rate. The concept of the mole is also explored and used to cal-

Sciences

culate the theoretical yield of a reaction. Collaborative skills are developed through a group project in which students evaluate the economic and environmental impact of a common industrial reaction. Finally, students learn about the underlying principles of electricity and its applications. They investigate how various factors affect the resistance of a wire and undergo a study to reflect on the economic and environmental costs of their own electricity use.

MYP5 - Grade 10

The Grade 10 course begins with an exploration of how the physical laws of motion, forces and energy have developed to provide modern transportation. Students reflect on the impact of safety measures in vehicles and experimentally analyse how modifications to a vehicle's environment can affect its motion.

Students demonstrate their knowledge and understanding of motion, forces, and energy through problem solving in familiar and unfamiliar contexts. The health and genetic diseases unit begins by exploring how the organ and cellular structure of the ventilation system relates to the process of healthy breathing. They then examine how breathing can be measured and a consideration of the difficulties of obtaining reliable data from human subjects. Students then focus on cystic fibrosis as an example of a genetic disease and explore how it is caused as a result of biochemical and genetic processes. Finally, students apply understanding of the nature of chemical bonds to predict how certain organic compounds within fossil fuels can be utilised to provide the world's major energy source. Students also evaluate alternative options to address the pollution problem cause by oil-based plastics.



Further Offerings

Communications

MYP4 - Grade 9

Communication 9 is a specialised one-semester course at ISA, offered through the English department. Proficient skills in persuasive writing and oral communication, particularly the ability to formulate and construct an argument that is grounded in accurate research, is essential to academic success across disciplines. Students discern the value and credibility of sources during the research process, then ethically articulate that research utilising MLA guidelines. To this end, students apply these skills through the NoodleTools research platform where they cite sources, create notecards and draft outlines prior to reporting their findings. Students display increased confidence and skill in a variety of speaking situations including presentations and recordings.

MYP5 - Grade 10

Communication 10 is a specialised one-semester course at ISA, offered through the English department and builds on skills introduced in Communication 9. The aims of the course are to help develop knowledge and experiences in research and oral communication that will improve skills in speaking, storytelling, persuasion and self-advocacy both in and outside of the classroom. Students demonstrate an awareness of current communication skills and begin to improve upon them. Real world oral communication opportunities include the preparation and execution of an interview with a professional in a field of interest followed by the presentation of their findings to the class. Additionally, students develop a presentation delivered to a variety of audiences about their

personal project. The final demonstration of their skills is through a TED-Talk style presentation.

Tutored languages

A child's social, academic and linguistic development, as well as a child's sense of identity, are rooted in the development of their home language(s)*. Because of the unique and critical role of home language(s) in a child's development as a person and a learner, ISA values languages and is committed to facilitating home language(s) development.

ISA's student language profiles are complex. Well over 50% of ISA students have a language other than English as their home language(s), and importantly, also have experience in learning in a language other than English (see appendix B, ISA language profile). Many students at ISA use more than two languages outside of the classroom environment. Such complexity requires the school to use a variety of approaches to meet the diverse language needs of its student body.

ISA believes that students should be able to achieve the benefits of additive bi/multilingualism i.e. acquiring a second language with little to no detriment to the development of their first language. This can be achieved when students maintain and develop their home language(s) in speaking, listening, reading and writing. Wherever feasible, ISA encourages students to study their home language(s) in addition to English as part of their MYP school programme, following the MYP Language and literature framework. Such a curricular approach to maintaining the

Further Offerings

student's home language further develops the student's language and literacy skills, sustains cognitive and academic development, and maintains individual cultural identity.

An approved MYP home language course is considered equivalent to one of a student's additional languages. Whenever possible, language tutors meet students during the regular school day; however, when this is not possible, students may take language lessons at another time. When a home language lesson takes place outside of the school schedule, study time can be arranged in a student's schedule to compensate for the time spent outside of the school day, ensuring sufficient time is allocated for this important part of the child's learning.

For students with a language other than those offered as part of the school's programme who wish to study their home language as part of their MYP programme of study, the Upper School Tutored Languages Coordinator works with families to help find a tutor who can deliver privately tutored classes for small groups or individual students. Home language instruction is an additional service offered by the school; additional fees apply. For more information regarding tutored languages, please contact the Upper School Tutored Languages Coordinator.

**Home language(s) "denotes the language(s) learned first and/or the language identified with as a 'native speaker', the language best known, and/or the language used most." (IB "Learning in a Language Other than Mother Tongue" 1). At ISA, for the purposes of its IB programmes, "home language" (also known as Language A,*

first language, mother tongue and/or best language) includes all of these definitions, and describes the language that students use at home and/or outside the classroom environment.

Language acquisition tutoring in the MYP

Though ISA Upper School students have a wide range of options in the school's language B programme, from time to time a student's background or future aspirations warrant the delivery of a tutored language B course. In exceptional circumstances, a student in grades 9 and 10 may be allowed to pursue a tutored Language B. Here again, ISA's Upper School Tutored Languages coordinator works with families to help arrange privately tutored classes delivered to small groups or on a one-on-one basis. Ideally, language tutors meet students during the regular school day; however, when this is not possible, the student may take their language lesson at another time, often after school.

Relationship - tutor, family and school

ISA's Upper School tutored languages coordinator works with families to find suitable tutors, but tutors are not ISA employees, and families must pay all tutoring fees. From time to time, ISA teachers do act as private tutors; for reasons of oversight and clarity, the school has specific policies in place related to these arrangements.

Tutored courses and reports

ISA awards course credit for all privately tutored language courses arranged and approved by the school. In light of the unique relationship between tutors, families, and the school, these courses are reported using a pass/fail system on ISA reports and transcripts. However, this unique relationship also permits tutors to report

Further Offerings

to students and families directly with additional information related to student learning and academic performance.

Counselling

Counsellors provide personal/social, transition, academic, and career counselling to assist with the wellbeing of all students. Counsellors may work with individual students, small groups, and through the ISA Homeroom and Advisory programmes to provide developmentally appropriate prevention and intervention services. Counsellors provide opportunities for students to explore safe decision-making in regards to substance use and abuse, sexual health, and internet use. Students are introduced to a variety of topics including health awareness, relationship building, stress management, study/exam taking skills, resume building, and career interest and aptitude surveys. In the final year of the MYP counsellors assist students in choosing their Grade 11-12 courses. New and leaving families receive support through orientations, workshops, individual sessions and the Student Ambassador programme. Consultation and collaboration with parents, teachers and outside resources, as appropriate, occur in order to provide coordinated supports for students.

Interdisciplinary learning

Interdisciplinary learning is the process through which two or more subject disciplines are integrated. This integration can be achieved through the use of subject-specific content, concepts or the MYP global concepts and is intended to inform the inquiry process, exposing students to real world, contemporary issues.

It is important that the disciplinary perspectives of individual subject disciplines are combined to allow for authentic interdisciplinary understanding to occur. Three key qualities that make up effective interdisciplinary learning; purposefulness, integration and disciplinary grounding. This type of learning is encouraged and supported by the ISA teaching faculty and happens across the MYP grade levels; encouraging a deeper level of new understanding and analysis.

Learning support

Learning support is provided to qualifying students in small-group settings in the MYP. Within this course, students develop approaches to learning in all five domains--social, research, self-management, research, and thinking--in order to give them the best opportunity to show their learnings and understandings. Students strive to meet curricular expectations by utilising schedule and organisation tools, writing templates, assessment-preparation strategies and the like. Understanding that we learn more when we can connect what we already know, learning specialists encourage students to recognise global contexts within a concept-driven curriculum.

Specific academic content is considered in order to support students' knowledge development. Goals are developed in tandem to address the individual student needs. In concert with the student, family and other stakeholders, an Individual Learning Plan (ILP) is developed and distributed to necessary teaching staff in order to outline strengths and challenges, in-school strategies that will be of greatest benefit, and appropriate classroom and testing accommodations.

MYP Glossary

Achievement level

The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.

Approaches to learning (ATL)

Concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one's own learning.

Assessment criteria

Criteria against which a student's performance is measured. MYP guides provide assessment criteria required for use in years 1, 3 and 5 of the programme.

Assessment rubric

The grid that connects levels and descriptors.

Assessment task

The activity or series of activities with which students engage in order for assessment to take place.

Diploma Programme (DP) - Grades 11 and 12

The International Baccalaureate® (IB) Diploma Programme (DP) is for students aged 16-19. The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extend-

ed essay. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

Formative assessment

Ongoing assessment aimed at providing information to guide teaching and improve student performance.

Global Contexts



MYP Glossary

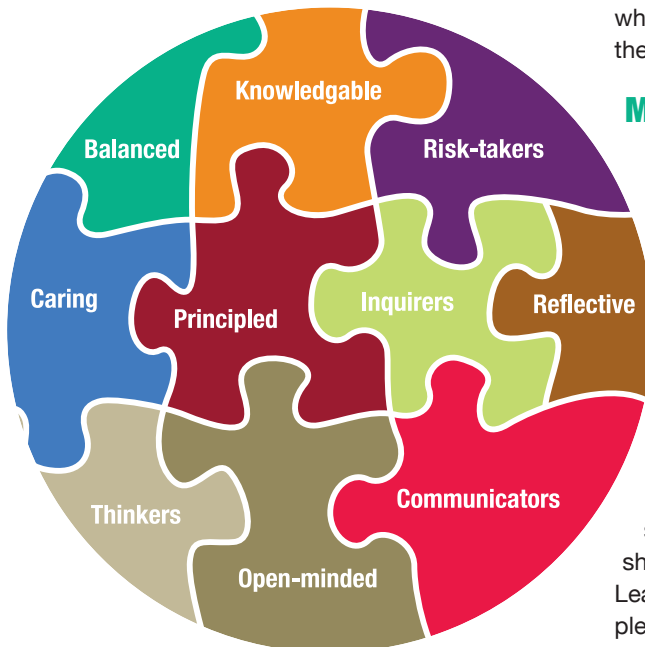
Home language(s)

The language(s) learned first; the language(s) identified with as a “native” speaker; the language(s) known best; the language(s) used most.

IB Grade

The description of student achievement. Final grades for student work in the MYP range from 1 (lowest) to 7 (highest). The grade represents the IB’s judgment on the overall qualities that the candidate has demonstrated and is consistent between years and subjects.

IB Learner Profile



Interdisciplinary

Combining or involving two or more branches of learning or fields of academic study. In the MYP, interdisciplinary study

can be developed both within and between/among subject groups.

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 organisation works with schools, governments and international organisations 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.

Middle Years Programme (MYP) Grades 6-10

The IB Middle Years Programme, for students aged 11–16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

Personal project

A project that is the culmination of the students’ experience in the MYP and shows their experience of Approaches to Learning and global contexts. It is completed in the final year of the programme.

Primary Years Programme (PYP) - Grades PreK through 5

The International Baccalaureate Primary Years Programme (PYP) is an educational programme managed by the International

MYP Glossary

Baccalaureate (IB) for students aged 3 to 12. The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

Standardisation

The collaborative process by which a common standard of assessment is achieved among teachers, moderators or examiners.

Subject

The practical division of single or integrated academic disciplines (and formally constituted interdisciplinary studies). In the MYP and DP, subjects are identified as assessable courses.

Subject group

A collection of related courses grouped into a common category, which together represent a broad and balanced curriculum. The MYP is organised into eight subject groups:

- Arts
- Design
- Individuals and societies
- Language acquisition
- Language and literature
- Mathematics
- Physical and health education
- Sciences

Summative assessment

Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.

Task-specific rubric

An example of one type of task-specific clarification. An assessment grid adapted

by the teacher, that better identifies how the general achievement level descriptors can be addressed by the students for a given task. Task-specific rubrics are useful in every year of the MYP. Task-specific rubrics are not meant to replace the subject-specific criteria so students should also have access to the originals. The task-specific rubric will help the students to gain further understanding of the generic descriptors.

